



Kurniawan, Dody

EARLY CAREER TEACHER RESILIENCE: A NARRATIVE INQUIRY INTO FIRST-
YEAR TEACHING EXPERIENCES OF HIGH SCHOOL TEACHERS IN INDONESIA

Master's Thesis in Education
KASVATUSTIETEIDEN TIEDEKUNTA
Education and Globalization, Master's Programme in Education
2019

University of Oulu
Faculty of Education

Early career teacher resilience: A narrative inquiry into first-year teaching experiences of high school teachers in Indonesia (Kurniawan, Dody)

Master's Thesis in Education, 70 pages, 7 appendices

April 2019

Based on the teachers' stories, this study focuses on lived experiences of early career teachers who teach at the high school level in Indonesia. It aims to understand what the teachers tell about their first-year teaching experiences, and to identify how resilience appears in their stories. Teacher resilience is related to the capacity to live through and surmount the inevitable challenges in the realities of teaching. It is understood that the development of teacher resilience is not only about the internal process, but also the teachers' interaction with their social environment.

The methodology of this study employs the principles of narrative inquiry with four early career teachers from Indonesia as the participants. When this study was conducted, all of them were in their second year of teaching, and the stories of their first-year experiences were the subject of inquiry. The data collection methods included the line drawing to depict teachers' chronological lived experiences, and the narrative interviews to get teachers' stories. Afterward, the analysis of narrative was applied to the four stories which yielded themes that appeared across the stories.

The findings of this study consist of seven themes discussing the teachers' stories that lead them to resilience. Those themes are: encountering inevitable circumstances; enduring physical and emotional pressure; interacting with empathetic and supportive relationships; undergoing self-reflection that uncovers value and purpose for being a teacher; formulating strategy to overcome adversity; experiencing stronger self after going through adversity; and receiving acknowledgement from students who conceded experiencing positive transformation upon interacting with the teachers. Also, the resilience of the teachers appeared in their stories as a process. This process was demonstrated in expressing emotions, self-reflection and formulating a strategy to overcome adversity. By going through this process, outcomes such as high self-efficacy, and a capacity to manage emotions and alternate their thoughts about adversity were seen in the teachers' stories.

Teachers' resilience is not static and fixed at a point. It develops over time as teachers surmount challenges. Thus, it is recommendable that teachers are aware of their values, thoughts, purpose, and connections with others, especially when they are in the face of adversities.

Keywords: early career teacher, education in Indonesia, high school, narrative inquiry, narrative research, resilience, teacher, teacher resilience.

Contents

- 1 Introduction 4**
 - 1.1 Research questions and aims 5
 - 1.2 Locating the researcher’s position 6

- 2 Theoretical framework of the research 8**
 - 2.1 The elements of the theoretical framework..... 8
 - 2.2 Perspectives on resilience from previous researchers 9
 - 2.3 Three dimensions of resilience 12
 - 2.4 The resilience cycle 16
 - 2.5 A cognitive-behavioral approach to build resilience 17
 - 2.6 Summary and my views on the theoretical framework..... 19

- 3 Methodological framework of the research..... 21**
 - 3.1 Narrative lenses 21
 - 3.2 Narrative inquiry as the methodology..... 23
 - 3.3 Teachers in Indonesia as the research participants 24
 - 3.4 The narrative interviews 25
 - 3.5 Data analysis: the analysis of narrative..... 29

- 4 Findings of the research 31**
 - 4.1 Challenges that lead to deterioration: the aspects of the teachers’ responsibilities 31
 - 4.2 Deterioration: stories about the teachers’ struggles 35
 - 4.3 External supports: stories about the teachers’ supportive community 37
 - 4.4 Self-reflection: stories about the teachers’ transformative insights 39
 - 4.5 Strategy formation: stories about the teachers’ strategy to overcome adversity 44
 - 4.6 The teachers’ testimony: stories about their self-description..... 48
 - 4.7 The annex: stories about the teachers’ *Kairos* 50

- 5 Trustworthiness of the study 53**
 - 5.1 Evaluating the research and ethical considerations..... 53
 - 5.2 My *wakefulness* as a narrative inquirer..... 57

- 6 Uncovering insights from the teachers’ stories 60**

- 7 Conclusions 67**

- References..... 69**

1 Introduction

This study focuses on studying what early career teachers in Indonesia told about their first-year teaching experiences that lead them to resilience. There are two main reasons why this study is significant. Firstly, throughout history, teachers have arguably been crucial actors in any education system. For instance, Sahlberg (2015, p. 101) asserts that Finnish teachers contribute significantly to establishing the welfare state in Finland. Likewise, some researchers (Darling-Hammond, 2003, p. 7; Scheopner, 2010, p. 261) state that teachers are the most crucial resource among any resources that a school could have. In this sense, knowing what teachers say about their experiences is essential knowledge for school leaders who want to develop and retain their teachers to stay in the teaching profession.

Secondly, first-year teaching is considered as a decisive period that leads teachers to decide whether to quit or stay in their profession (Zukas as cited in Johnson et al., 2014, p. 530; Darling-Hammond, 2003, p. 9-10). As the case of teacher retention increases, many countries suffer from the shortage of teachers (Castro, Kelly, and Shih, 2010, p. 622). For this reason, the concept of teacher resilience develops as an alternative approach to having a better understanding of how teachers manage the complex and intricate challenges that revolve around their professional life (Johnson et al., 2014, p. 533). Thereby, this study focuses on early career teachers' stories about their first-year teaching experiences and concludes possible explanations of how resilience appears in their stories.

Furthermore, previous studies on teacher resilience in Indonesia mostly pertain to development in the age of globalization (Oviyanti, 2016), teachers in remote school (AK and Pradna, 2012; Nurwidodo, Rahardjanto, Husamah, Mas' Odi, and Mufrihah, 2017), and teacher wellbeing in general (Windrawanto, 2015). Also, those studies address either teachers who teach at all levels as homogeneous (Windrawanto, 2015; Oviyanti, 2016) or primary school teachers (AK and Pradna, 2012). In this sense, even though some researchers in Indonesia have studied the concept of 'teacher resilience' (in *Bahasa Indonesia*, '*daya lenting guru*'), it seems that there is not much research done which specifically focus on the first-year experiences of early career teachers who teach at the high school level. For this reason, this study focuses on the first-year teaching experiences of early-career teachers who are teachers at the high school level in Indonesia.

Teacher resilience is a relatively new field of inquiry (Beltman, Mansfield, and Price, 2011, p. 186) and the study on this topic is still quite limited (Gu and Day, 2013, p. 25). In general, the

researcher on teacher resilience is interested in understanding “what enables teachers to persist in the face of challenges and offers a complementary perspective to studies of stress, burnout and attrition” (Beltman et al., 2011, p. 185). Even though teacher resilience seems to be individualized – that is, resilience as an internal capacity to overcome adversity, teacher resilience develops through a process which involves social interactions (Ledesma, 2014).

This study is a narrative inquiry into teachers’ experiences (Clandinin and Connelly, 2000). In narrative research, it is arguable if the researchers could really ‘know’ the participants’ experiences. Nevertheless, in this study, it is understood that the researcher can only construct ‘about’ teachers’ experiences according to what teachers tell about their experiences. Before telling stories about their first-year teaching experiences, the teachers drew a line drawing to depict the key incidences. Afterward, they told their stories in a one-on-one interview session with the researcher through Skype. The participants in this study were four early-career teachers of a private high school in Tangerang city, Banten province, Indonesia. The researcher first met the participants in this area.

This thesis consists of seven chapters. The first chapter provides an overview of the whole study, the aims, and the research questions. Chapter 2 elaborates on resilience theories which pertain to the development of teacher resilience. Chapter 3 chapter discusses narrative lenses and research procedures which follow the principles of narrative inquiry. Chapter 4 describes the findings from the teachers’ stories. Chapter 5 discloses ethical considerations and evaluation of this study. Chapter 6 discusses the main findings of this study. Finally, the last chapter concludes the whole study and a look to the future.

1.1 Research questions and aims

As mentioned earlier, this study focuses on teacher resilience of early career teachers who teach at the high school level in Indonesia. Concerning the importance of this study and the limited research on teacher resilience in Indonesia, my research interest is related to what the teachers tell about their first-year teaching experiences, and to identify how resilience appears in their stories. Therefore, the research questions of this study are the following:

- What do the early career teachers who teach at the high school level in Indonesia tell about their first-year teaching experiences?
- How does resilience appear in their stories?

Chapter 6 addresses those questions based on findings (see chapter 4) and theories (see chapter 2) in this study. Furthermore, this study partakes in a theoretical discussion about resilience, and particularly about teacher resilience by presenting a perspective from teachers in Indonesia. Also, this study has some practical aims, that is; to appreciate early career teachers' hard work, passion, and dedication; to increase understanding that teacher resilience is a process so that school leaders could be aware of possible teachers' circumstances; and to emphasize that all teachers can develop their resilience.

1.2 Locating the researcher's position

In this study, I as the researcher is a narrative inquirer who tries to know about teachers' lived experiences through their stories. As mentioned by Clandinin and Connelly (2000, p. 50), as a narrative inquirer, the researcher tries to live through the experiences so that the researcher's experience might come to light as much as the participants. That is, I as the researcher must be aware of my past experiences for those experiences are very much influence research and its conclusions.

As a member of new teacher trainers since 2013, I was involved in devising an induction program for new teachers. These programs mainly aimed at supporting teachers in adapting and coping with challenges in the realities of teaching. After dealing with teachers from year to year, I realized that training programs were necessary, but they were not enough to guarantee that teachers would withstand adversity with ease. Per my investigation, the training program was one thing but what teachers would live through is another. That is, there is a "quality" that could not be transferred through a training program, but teachers themselves should develop this "quality" quite independently. After thinking about this case for years, I came to understand that the very concept that I was thinking about was closely related to the concept of resilience. That is a quality on which one could recover from adversities, not only surviving but also overcoming them. As a result, teachers who have gone through those process seem to have a higher level of resistance in facing adversity (Johnson et al., 2014). This is one reason why this study is personally related to me.

I was an early career teacher who also encountered the adversities during my first year teaching as a teacher. I started my teaching career in 2012 as a high school teacher in Indonesia and have been teaching maths, physics, and eastern philosophy ever since. In this sense, I have experiences that help me relate to the participants' stories. Instead of being a disadvantage, my past

experiences are an advantage that helps me to understand and construct a possible explanation of teachers' first-year teaching experiences (Clandinin and Connelly, 2000). My past experiences influenced the data collection and analysis of this study in various ways. During the interview sessions, I realized that my experiences helped me to ask follow-up questions to the teachers as they narrated their stories. This aligns with Atkinson's (1998, p. 26) view that in narrative research the participants and researchers are constructing common knowledge, interpretations, and meanings. Likewise, during the process of data analysis, my experience helped me to identify categories and themes of teachers' stories. As mentioned by Clandinin and Connelly (2000, p. 61-62), in narrative inquiry, the researcher is an active agent who involves in the construction of the stories.

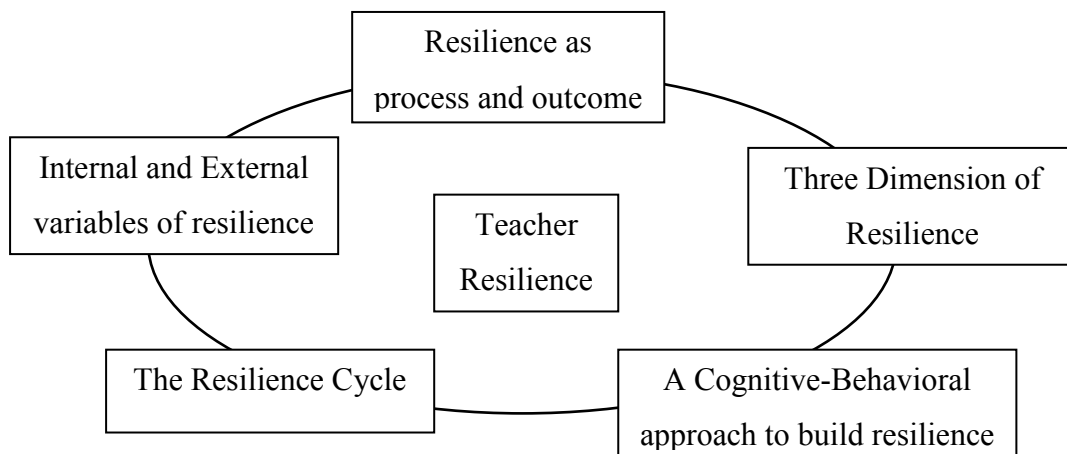
2 Theoretical framework of the research

This chapter discusses the theoretical framework, the perspectives on resilience from previous researchers who elaborate the nature of teacher resilience and its variables, the three dimensions of resilience, the resilience cycle, and a cognitive-behavioral approach. The final part of this chapter presents a summary of resilience theory and an explanation of how the theories are applied in this study.

2.1 The elements of the theoretical framework

The theoretical framework in this study is constructed to understand early career year teachers' experiences in their first year of teaching that leads to resilience. Therefore, it is necessary for me to explicate the definition of resilience as well as various theories which explain experiences that demonstrate the emergence of resilience. Figure 1 shows five elements of the framework.

Fig 1. The elements of the Theoretical Framework



The five elements that are mentioned above contribute to the framework in different ways. Firstly, in defining the concept of resilience, I discuss various researchers' views that define resilience as either a process or an outcome. As argued by Van Breda's (2018, p. 3), resilience as both a process and an outcome offer a more comprehensive understanding of resilience. Secondly, the internal and external variables that lead to resilience are provided by a review of previous studies. Thirdly, the three dimensions of resilience describe components of resilience. That is, one's resilience is an aggregate of one's interpretation of adversity, one's resilience capacity and one's capability to act (Patterson and Kelleher, 2005, p. 11). Fourthly, the resilience cycle illustrates a trajectory of experiences that lead one to resilience (Patterson and

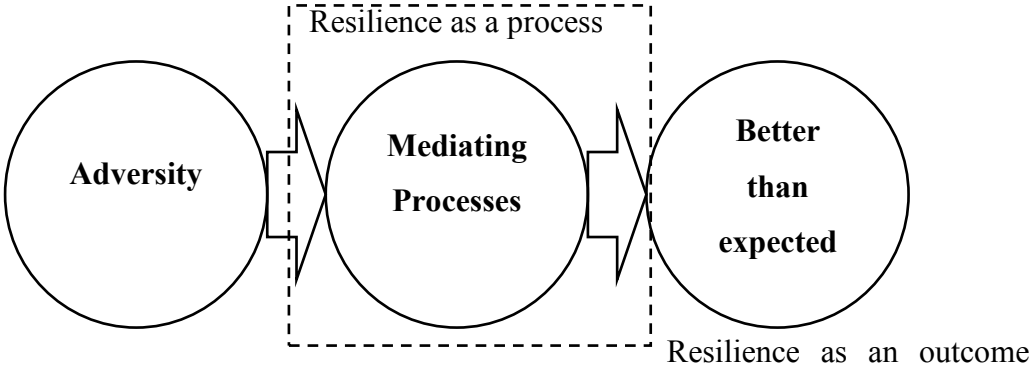
Kelleher, 2005, p. 12). Lastly, a cognitive-behavioral approach specifically discloses one’s cognitive processes when one builds resilience (Neenan, 2009, p. 20-21). The cognitive-behavioral approach explains the internal experiences, that is, an internal trajectory on how one reflects and comes across insights of adversity.

2.2 Perspectives on resilience from previous researchers

There are various views on resilience. According to Van Breda (2018, p. 2), the term resilience can be understood either as an outcome or as a process. Resilience as an outcome means resilience is a product that one gets after going through particular adversities (Van Breda, 2018, p. 2). For instance, Fraser, Richman, and Galinsky (1999, p. 136) state that resilience is acquired by one who could adapt to circumstance. That is, resilience is a product of one’s adaptability in the face of adversity. On the other hand, resilience as a process emphasizes “the mediating factors or processes that enable positive outcomes in the wake of adversity” (Van Breda, 2018, p. 2). In this sense, resilience serves as a form of capacity or a driven factor of which one could overcome one’s adversity. Some definitions of resilience as a process are: resilience is a capacity to bounce back from adversity (Neenan, 2009, p. 17; Rolland and Walsh, 2006, p. 527; Padesky and Mooney, 2012, p. 283); resilience is one’s process of adapting to adversities of which lead one to a stronger condition (Theron, 2016, p. 636); and resilience as one’s capacity to negotiate and navigate one’s self in the face of adversities (Ungar, 2008, p. 225). Hence, the split between process and outcome in the concept of resilience is a legitimate attempt.

Nevertheless, Van Breda (2018, p. 3) argues that the distinction between “process-outcome” has led to a partial understanding of resilience. In Van Breda’s (2018, p. 4) view, resilience is both an outcome and a process (see figure 2).

Fig 2. Resilience as process and outcome (Van Breda, 2018, p. 4)



Van Breda's idea is supported by Patterson and Kelleher (2005, p. 3) who define resilience as one's process of using energy productively which lead one to achieve stronger self as an outcome. In other words, resilience a process will eventually lead to an outcome which confirms the resilience as an outcome. For this reason, Van Breda (2018, p. 4) suggests the term 'resilience' is used when one refers to a process definition, whereas, the term 'resilient' when one refers to an outcome definition. Both 'resilience' and 'resilient' are integral ones to another. In other words, research on resilience will encounter both resilience as a process and an outcome concurrently.

In their definition of teacher resilience, Gu and Day (2013) agree that resilience is both a process and an outcome. However, Gu and Day (2013) argue that the conventional definition of resilience as a capacity to bounce back from adversity is adequate to explain the nature of 'teacher resilience.' It is insufficient because those definitions capture only the psychological aspect of resilience and do not make explicit teachers' everyday circumstances as "an inherent part of" teachers' responsibility. Therefore, based on the findings of their study, Gu and Day's (2013, p. 39) assert that "resilience in teachers is the capacity to manage the *unavoidable* uncertainties inherent in the realities of teaching" that is driven by a sense of purpose and values. It is unavoidable because teachers deal with students whom teachers could not abandon regardless of adversities (Gu and Day, 2013, p. 35; Castro et al., 2010, p. 629). This leaves teachers with no option but to face the adversity.

Also, researchers also have found that one's development of resilience is associated with two kinds of variables, namely, internal and external variables. First, some researchers on resilience associate the development of resilience with internal variables which pertain to self-factors, personality factors, or individual resources (Ledesma, 2014, p. 4). For example, Neenan (2009, p. 19) asserts that the alternation of one's beliefs or thoughts about the crisis is the first step that leads one to resilience. Also, Bonanno (2004, p. 25) suggests that one's life purpose and determination to make a difference for one's surrounding are associated with one's resilience. Furthermore, O'Leary (1998) claims self-efficacy as a factor in how one could interpret and deal with adversity adequately (as cited in Ledesma, 2014, p. 4). An interesting observation about research findings on resilience is presented by Ledesma (2014). Ledesma (2014, p. 5) finds that "the most consistent finding in the literature" highlight people with high optimism and hope in the face of adversity are more likely to report experiencing growth. Ledesma's observation on the importance of optimism and hope is consistent with the findings of various research on teacher resilience. Some of them are: Johnson et al. (2014, p. 543) affirm that

teachers with personal commitment are more likely to experience success in teaching career; also, a study by Richards, Levesque-bristol, Templin, and Graber (2016, p. 531) shows that the rise of teachers' feeling of personal accomplishment, that is, teachers' optimism build resiliency in teachers. Hence, internal variables in oneself are essential factors to consider in the study of resilience.

Second, there are also many pieces of evidence from previous research that show the development of resilience is correlated with external variables, such as one's network of social relationships (Hartling, 2008, p. 53; Johnson et al., 2014, p. 542). Some researchers claim that resilience is a personal quality that one constructs from the complex as well as dynamic relationship experiences between individuals with their social network (Yonezawa, Jones, and Singer, 2011, p. 916; Beltman et al., 2011, p. 186). Similarly, Jordan (2006, p. 79) claims that resilience is a quality that is found in one's capability for social connection rather than in the individual alone. Again, another interesting observation about external variables of resilience is presented by Ledesma (2014). Ledesma (2014, p. 5) asserts that "the most consistent finding indicates the centrality of relationships as a critical component to resilience." Aligning with Ledesma's (2014) assertion, there are many findings from previous research which demonstrate the crucial role of relationships in resilience development. First, some research emphasizes the significance of teachers' relationship with students in developing teacher resilience. Le Cornu's (2013, p. 10) study tells that a feeling for being able to make a difference to students is a crucial factor that leads teachers to appreciate themselves as capable teachers. Likewise, a study by Castro et al. (2010, p. 629) illustrate that teachers' strong, caring relationships with their students lead teachers to attain personal satisfaction. The same stance is also taken by Pearce and Morrison (2011, p. 56-57) whose study tells that positive experiences that teachers have with their students have led teachers to engage productively in the face of adversity. In this sense, the kind of experiences teachers have with their students is a pivotal moment that might develop teachers' resilience.

Moreover, researchers also emphasize the significance of teachers' relationship with their family and colleagues in developing teacher resilience. For instance, Le Cornu's (2013, p. 12) study shows that teachers' resilience is enhanced by their caring relationships with family and colleagues. Also, in their study, Johnson et al. (2014, p. 542) find that caring community where teachers feel accepted and connected catalyzes the development of teacher resilience by providing emotional support. Furthermore, in one of their findings, Gu and Day (2013, p. 36) state that the supportive colleagues play a significant role in helping teachers to maintain their

motivation to “teach and perform effectively” especially when teachers encounter their everyday struggles, challenges, and conflicts at school. Hence, teachers’ collegial relation is an essential aspect that leads teachers to resilience.

Lastly, findings from previous research also reveal that teachers’ relationship with the school system such as curriculum, policies, and school culture, are also determinant factors for the development of teacher resilience. For instance, a study by Day (2008, p. 248) shows that unreasonable workload, a policy that limits teachers’ creativity, as well as lack of support from the system, could challenge teachers’ commitment to stay in their teaching career. Likewise, Castro et al. (2010, p. 628) highlight that poor quality of administrative support and unreasonable paperwork are related to teacher attrition rate. Also, in their quantitative study, Richards et al. (2016, p. 531) show two positive correlations, namely, one, between resiliency in teachers and time to accomplish duties, and two, resiliency in teachers and teachers’ professional development opportunities. In this sense, teachers’ relationship with the school system is a crucial aspect which either endorses teachers’ resilience or undermines them.

In short, both internal and external variables of resilience play significant roles in assisting one to develop resilience. As for teachers’ context, Gu and Day (2013) give a summary of teachers’ resilience in its relation to both variables as follow:

“The nature and sustainability of resilience in teachers over the course of their professional lives is not a static or innate state, but influenced, individually and in combination, by the strength of their vocational selves, the commitment of those whom they meet as part of their daily work and the quality of leadership support within the school as well as their capacities to manage anticipated as well as unanticipated personal events” (p. 40).

Hence, the development of teacher resilience is not only about the internal process, but also teachers’ interaction with their social environment. That is, resilience is a process that occurs as a combination of internal and external variables.

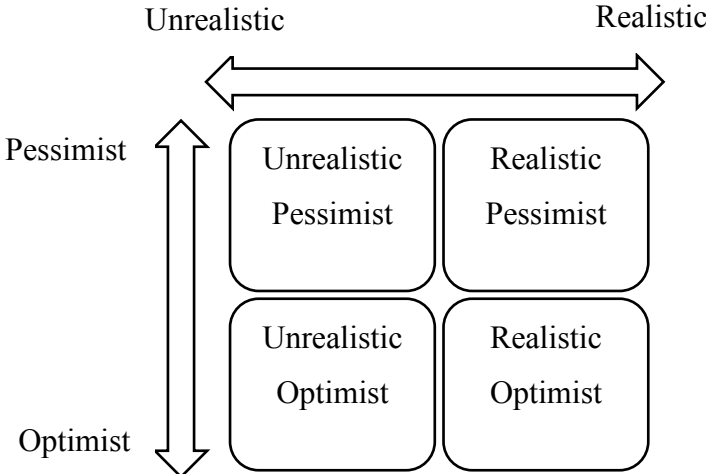
2.3 Three dimensions of resilience

The three dimensions of resilience suggest that the construct of ‘school leader’ resilience consists of three essential components (Patterson and Kelleher, 2005, p. 3). Firstly, one must not consider ‘school leader’ narrowly just as principal and head of school but also the teachers (Nurwidodo et al., 2017, p. 49). In this sense, Patterson and Kelleher’s (2005) three dimensions

of resilience also apply to teachers. Secondly, those three components are; the interpretation of adversity and future possibility; the resilience capacity to handle adversity; and the necessary actions to be ‘resilient’ (Patterson and Kelleher, 2005, p. 3). Lastly, the process of resilience is instigated by adversity strikes and ended by “the increased resilience capacity for future adversity” (Patterson and Kelleher, 2005, p. 4). That is, the intermission between adversity strikes and the increased resilience is the space where the three dimensions of resilience intertwine with each other.

The first dimension of resilience is one’s interpretation of adversity and future possibility. Patterson and Kelleher (2005, p. 4) explain that “one’s interpretation is an expression of one’s level of relative optimism – or pessimism, about life.” Neenan (2009, p. 51-51) describes optimism as a mindset of seeing adversity as temporary, not pervasive, and “take personal responsibility without self-condemnation.” That is, an optimist tends to see the future possibility as something feasible. On the other hand, pessimism is a mindset of seeing adversity as permanent, pervasive, and self-condemning (Neenan, 2009, p. 51). That is, a pessimist tends to see the future possibility as something implausible. Furthermore, Patterson and Kelleher (2005, p. 5) define the relative optimism about one’s reality of life, that is, how one interprets one’s adversity, on a four-point scale. The four-point scale depicts four different mindsets through which one interprets one’s reality (see figure 2 below).

Fig 3. The four-point scale of relative optimism (adapted from Patterson and Kelleher, 2005, p. 5)



First, the unrealistic-pessimists tend to have a negative interpretation of adversity and have no courage to act for they assume that nothing better will come out of one’s adversity. That is, unrealistic-pessimists assume that the adversity is too insurmountable, and no possible progress

can be achieved (Patterson and Kelleher, 2005, p. 5). Second, on the other hand, unrealistic-optimists tends to belittle the risk of adversity yet persistently think that they could reach their goals regardless of any circumstances. Third, realistic-pessimists have a reasonably solid understanding of adversity, but they have many justifications that undermine the significance of their effort. That is, realistic-pessimists “do not think their effort will make much of difference” (Patterson and Kelleher, 2005, p. 5). Last, on the other side of the spectrum, realistic-optimists are those who have an accurate interpretation of adversity and tenaciously trust themselves that they can do something to make a difference despite the circumstances. That is, realistic-optimists are aware that it is their choice in how they interpret the adversity especially when the adversity is inevitable. Some other characteristics of realistic-optimists are not surprised easily by harsh reality and always “seek accurate data to understand” (Patterson and Kelleher, 2005, p. 42-43). In this sense, a resilient person is characterized by being a realistic-optimist (Patterson and Kelleher, 2005, p. 50).

The second dimension of resilience is the resilience capacity that depicts the resilience tank of which one is empowered to overcome adversity. Patterson and Kelleher (2005, p. 6) assert that three sources constitute resilience capacity. The first source of resilience capacity is one’s personal value which includes *core*, *educational*, and *program* values. *Core* values are associated with the universal ethical principle - such as moral purpose, and social responsibility, that defines one’s character (Patterson and Kelleher, 2005, p. 51-52). That is, core values serve as a moral compass by which one is guided on how to respond to move through adversity. The common themes of core values pertain to love, “trustworthiness, responsibility and caring” for others (Patterson and Kelleher, 2005, p. 52; Pearsall, 2003, p. xxxvii). Furthermore, *educational* or professional values pertain to one’s expression on what matters the most as a professional. Teachers who work relentlessly to stay focus on teaching amid various struggles is an instance of teaching as their professional values (Patterson and Kelleher, 2005, p.55). Moreover, *program* values give meaning to particular educational practices on which one sets priority and makes a choice. In the teacher’s context, designing an assessment framework is a manifestation of program value driven if teachers are aware of their values about assessment (Patterson and Kelleher, 2005, p. 56).

The second source of one’s resilience capacity is one’s personal efficacy; that is, one’s assumption about one’s capability to overcome adversity (Patterson and Kelleher, 2005, p. 76). Also, personal efficacy is contextual and not fixed. That is, one could develop one’s efficacy by successfully coping with adversity and interacting with one’s environment (Patterson and

Kelleher, 2005, p. 78; Gu and Day, 2013, p. 25; Beltman et al., 2011, p. 186). Hence, there are two building blocks of personal efficacy, one, the self-confidence and competence, and two, the connection with others. Ledesma (2014, p. 4-5) calls the former as internal variables and the latter as external variables. First, the self-confidence and competence are manifested in the form of knowing what and how to do in the face of adversity as a result of one's past successful experience (Patterson and Kelleher, 2005, p. 83). Patterson and Kelleher (2005, p. 84) explicate that 'self-reflection' is a tool that one uses to "appraise one's experience and learn from it." In this sense, self-reflection is a necessary process that helps one to develop personal efficacy. Second, personal efficacy is related to one's realization that one has external resources that are available to support. Mentoring and healthy workplace relationships could enhance one's personal efficacy (Patterson and Kelleher, 2005, p. 96; Neenan, 2009, p. 82-83). Therefore, it stands to reason to say that having personal efficacy is a foundation that leads one to resilience (Padesky and Monney, 2012, p. 284).

The last source of one's resilience capacity is personal energy, that is, one's capacity to translate core values and educational values into action (Patterson and Kelleher, 2005, p. 104). Loehr and Schwartz (2003) mention that the personal energy consists of four types of energy, namely, physical, emotional, mental and spiritual energy (as cited in Patterson and Kelleher, 2005, p. 105). One's physical energy refers to how much time available one has, to do work and its size depends on the intake of nutrients, quality rest, and physical fitness. Besides, emotional energy relates to emotional mastery, that is, one's ability to manage one's emotions. Goleman (1996, p. 95) refers the emotional mastery as a means to reach a productive end. Hence, it stands to reason that being resilient is not suppressing emotions but managing them (Nenaan, 2009, p. 9). Furthermore, mental energy is associated with the capacity to remain focused at work when adversity hit, whereas spiritual energy links to one's sense of mission in one's life. An act of self-reflection on values is one way to renew the spiritual energy (Patterson and Kelleher, 2005, p. 111). Finally, resilient people are characterized by their capacity to organize their sources of energy and translate them into actions.

The third dimension of resilience is actions; that is, the manifestation of resilience capacity into the form of personal strength. This dimension is delineated by having a clearly stated personal value, action plan, and consistency in action (Patterson and Kelleher, 2005, p. 61). That is, personal strength is dynamics between one's values, what one says, that is, the action plan, and what one does. However, the most critical alignment is the one between values and actions for it reflects one's character. Patterson and Kelleher (2005) assert that one's character will

determine one's perseverance in the face of adversity (p. 67), hence, it is crucial for one to realize "the misalignment between values and action" (p. 75). The unaware misalignments between values and action might lead one away from resilience, and the act of reflection is a way to be aware of them (Patterson and Kelleher, 2005, p. 75). That is, again, self-reflection is a crucial tool that moves both ways, that is, in translating values into action as well as checking the alignment between actions and values. Also, it stands to reason that self-reflection is an integral aspect of being resilient because it checks for the alignments between values and action.

2.4 The resilience cycle

In the previous section, the three dimensions of resilience elaborate on components that make up resilience and being resilient. In this section, the resilience cycle explains a possible trajectory of experiences that lead teachers to resilience. That is, what sort of phases starting with adversity strikes until gaining resilience that teachers go through. As suggested by Patterson and Kelleher (2005, p. 12), even the most resilient people experience a "roller coaster effect" when they move through the crisis. The roller coaster effect is the trajectory of the experiences, so-called the four-cycle phase which includes a deteriorating phase, an adapting phase, a recovery phase, and a growing phase.

First of all, one gets into a deteriorating phase after adversity hits (Patterson and Kelleher, 2005, p. 14). On this stage, one becomes angry and tends to be aggressive which lead to blaming others or even self-blaming. One might assume oneself as a passive recipient of incidents happen to one's life; that is, a victim mentality (Neenan, 2009, p. 22). As a result, one becomes one's problem as well as one's worst enemy because one tends to overreact to adversity (Pearsall, 2003, p. 9). Common feelings that emerge from oneself include denial, grief, and anger which are healthy if one can manage one's frustration constructively. When adversity strikes, most people will experience a deteriorating phase for some time (Patterson and Kelleher, 2005, p. 14; Pearsall, 2003, p. 12). However, getting stuck on this stage will lead one to the dysfunctional level on which one could no longer function properly in one's professional position.

Secondly, after one gets through the deteriorating phase by managing one's frustration successfully, one bounces to the adapting phase. Neenan (2009, p. 37-38) describes the adapting phase as a stage when one removes attitudes that keep one "trapped in non-resilient ways of responding" to adversity. Therefore, on this stage, one reduces one's anger, confronts one's

self-denial and starts breaking out of victim mentality (Patterson and Kelleher, 2005, p. 14; Pearsall, 2003, p. 15). Even though the adapting phase is necessary for one to move toward resilience, one might get stuck on this stage and trapped in survival mode. This is a mode of thought which leads one to ignore and avoid adversities, instead of confronting them (Padesky and Mooney, 2012, p. 284). A tendency to forget what has happened is a sign of survival mode. As a result, those who know one best will sense that one seems to be less alive after adversity strikes (Pearsall, 2003, p. 15).

Thirdly, after adapting with the adversity and managing attitude that undermine resilience building, one gets into the recovering phase. On this stage, one gets back to one's initial condition and function properly just as before the adversity strikes (Patterson and Kelleher, 2005, p. 15). For some, reaching a recovering phase is the ultimate goal. Getting stuck at this level means one does not give oneself a chance to learn from adversity. However, for others, they might want more - that is, being a better self after the crisis and "feel more authentically alive" (Pearsall, 2003, p. 17). These kinds of people show an awareness of what is essential in their life and want to pursue that (Neenan, 2009, p. 17). As a result, instead of staying in the recovering phase, the move to the growing or flourishing phase.

Lastly, the growing phase is a phase when one learns from the adversity (Patterson and Kelleher, 2005, p. 15). Pearsall (2003, p. 17) states that the emotional elevation, such as feeling the need to help others, energized as well as optimistic about life, characterize people in this phase. In this sense, resilient people are thrivers who "surpass and transcend" their initial functioning level and gain benefit from crisis emotionally and mentally (Pearsall, 2003, p. 17-18). Also, Pearsall (2003, p. 18) asserts that resilient people "know when to fight or flow with it, and when to give in and move on." That is, resilient people are realistic-optimists who are capable of formulating strategy in the face of adversity.

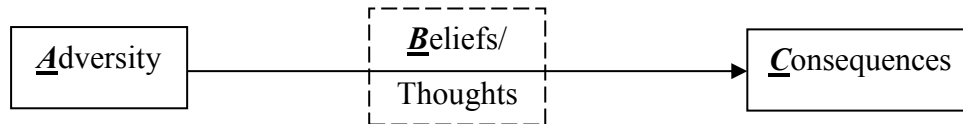
2.5 A cognitive-behavioral approach to build resilience

The previous section elaborates on a possible trajectory of experiences that teachers go through and achieve resilience. In this section, I adopt a cognitive-behavioral perspective of developing resilience. From this perspective, one's resilience is determined by how one thinks about the adversity (Neenan, 2009, p. 22-23). In this sense, the cognitive-behavioral approach explains the internal process in one's mind, such as self-reflection, that lead one to resilience in the face of adversity.

One assumption of a cognitive behavioral approach is that cognitive change will lead to behavior change (Robertson, 2010, p. 4). That is, someone's cognitive activity influences his/her behavior. Likewise, Reivich and Shatte (2003) state that the main obstacle to developing resilience is to regulate our thoughts – that is, our ways of interpreting adversity (as cited by Neenan, 2009, p. 21). In this sense, the cognitive-behavioral approach suggests that the first step for one to build resilience is by monitoring and altering one's thoughts that are “causing distress” (Skinner and Wrycraft, 2014, p. 15). Also, the other way around holds, that those who develop resilience must have gone through processes of monitoring and altering thoughts and ways of interpretation of adversity.

The ABC model is a model of a cognitive-behavioral approach for understanding one's interpretation of adversity. Neenan (2009, p. 22-23) explains the ABC model as a model that describes a possible connection between one's external world and internal world. The external world includes adversity, crisis, problems, and events, whereas, the internal world encompasses emotions and thoughts. According to the ABC model, there are three variables when adversity hits -namely, the 'A' represents the activating event or adversity, the 'B' represents one's belief or thoughts about 'A', and the 'C' represents the consequences or responses (Skinner and Wrycraft, 2014, p. 24). From the ABC perspective, consequences such as emotional responses and adversity are not in a cause-effect relationship. Thus, one's behavior is not determined solely by the external world. As a result, the ABC model rejects A – C thinking which assumes one as a passive recipient whose responses dictated by adversity (Neenan, 2009, p. 22; Lam and Gale, 2000, p. 446). Instead, the ABC model points out a mediating variable, so-called belief or thoughts, on which one's responses depend. In this sense, it is one's belief about a particular event that leads one to respond in a particular way, not the adversity. Various researchers (Neenan, 2009, p. 23; Lam and Gale, 2000, p. 448) calls this way of thinking as B – C thinking. An example is given by Skinner and Wrycraft (2014, p. 24) about students' emotional responses to exams. They assert, “if it is the exam that is making people anxious, why isn't everyone equally anxious about the same exam? Clearly other factors, or variables, must be involved”. That is, one's response is a manifestation of one's belief. Figure 3 shows the diagram of the ABC Model (Skinner and Wrycraft, 2014, p. 24-25).

Fig 4. ABC Model: A – B – C Thinking



Neenan (2009, p. 23) asserts that the first step to developing resilience is to move from A – C thinking toward B – C thinking. Neenan (2009, p. 22) argues that it is A – C thinking that causes hopelessness and victim mentality. In the long run, staying in A – C thinking might lead one toward pessimism and trapped in negative automatic thoughts (2009, p. 51; Robertson, 2010, p. 4). In this sense, A – C thinking arguably will not lead one to develop resilience. In Neenan’s (2009, p. 23) view, B – C thinking is necessary for developing resilience. As opposed to A – C thinking, B – C thinking makes explicit one’s belief or thoughts that guide one’s response (Lam and Gale, 2000, p. 448). Hence, one could alter one’s response in the face of adversity by regulating one’s belief.

There are some traits of the B - C thinking. Firstly, instead of blaming the events as the cause, one questions oneself. Some of the questions might pertain to one’s purpose why one behaves in a particular way (Neenan, 2009, p. 25). Secondly, instead of keeping the old ideas, one challenges them. Running through various scenarios in one’s mind on how one feels, thinks, and behaves in the face of adversity is a way to challenge the old ideas (Neenan, 2009, p. 26). By doing so, one might get new thoughts about particular adversity which one is facing. Lastly, assessing new ideas periodically to figure out whether they are realistic and helpful. It is realistic if the new ideas correspond with the fact of the case, and helpful if they lead one to make progress (Neenan, 2009, p. 26-27). Thus, it stands to reason that the practice of B – C thinking will lead one to: 1) abolish victim mentality, 2) promote realistic-optimistic personality, and 3) formulate strategy in the face of adversity. Those characteristics align well with Johnson et al.’s (2014, p. 543) elaboration on resilient teachers as those who continuously practice self-reflection as they encounter new phenomena that challenge their values, belief, and ways of thinking. As results, the teachers are more likely to have a capacity for negotiating “dilemmas and contradictions of teaching” and developing a robust identity (Johnson et al., 2014, p. 543).

2.6 Summary and my views on the theoretical framework

This section has reviewed the concept of resilience from various perspectives. It starts with a review from previous research on resilience which defines resilience as process and outcome.

Also, findings from previous research show that resilience equation incorporates two distinct variables, namely, the internal and external variables of resilience. Internal variables include self-factors, personality factors, and individual resources, whereas, external variables include one's network of social relationships. Furthermore, this section also elaborates the three dimensions of resilience which specify the characteristics of resilient people as; realistic-optimists; value-driven agents who have confidence in themselves and others; and, self-reflective people who can translate their personal values and energy into practicalities. Afterward, the resilience cycle elaborates four phases of resilience development which one undergoes in the face of adversity. The phases are deteriorating, adapting, recovering and growing. The final part of this section describes a cognitive-behavioral approach – that is, the ABC model, which makes explicit two modes of thinking which are used by one in interpreting adversity. Those two modes of thinking are A – C and B – C thinking. It is argued that the latter mode of thinking signifies the development of resilience.

The concepts in this section contribute to this study in various aspects. Firstly, the concepts guide my understanding of the nature of teacher resilience as a process and an outcome. That is, the teachers' resilience is not static and fixed at a point, but the resilience continually develops as teachers go through circumstances. Secondly, the concepts guide my methodological choice, that is, the narrative inquiry as a means to capture both the process and outcome of teacher resilience. Chapter 3 provides a more comprehensive elaboration on methodology. Thirdly, the concepts have provided me a framework for my data collection methods. The concept of resilience cycle has led me to employ line drawing for teachers to describe their first-year teaching experiences. It is also evident from my follow up questions for the narrative interview that I focus on both internal and external variables of resilience (see appendix 3). For instance, I asked about the teachers' excitement amid adversity and the teachers' relationship with their family. Lastly, the concepts inform me throughout the data analysis process. Both the three dimensions of resilience and the ABC model provide me a framework to identify themes which reflect characteristics of resilience. Some instances include the teachers' self-reflection that leads to changing mindset, the purpose of being a teacher, and strategy formulation.

3 Methodological framework of the research

This study is narrative research with teachers' stories about their first-year teaching experiences as the object of inquiry. Therefore, this chapter discusses the narrative lenses and how they guided the research process. Then, the participants and data collection methods will be discussed. Finally, the last part of this chapter describes the steps of analyzing teachers' stories.

3.1 Narrative lenses

This study is narrative research which focuses on the human experience. As mentioned by Lieblich, Tuval-Mashiach, and Zilber, (1998, p. 2), narrative research refers to any research that uses narrative materials as its data. Likewise, Squire et al. (2014, p. 7) identify the narrative researcher as anyone who works with any narrative materials. Nonetheless, this study uses not only narrative materials but also narrative lenses through which I analyze the materials. That is, narrative lenses underpin the ontological and epistemological assumptions of this study.

A narrative is a series of interconnected signs which carry some particular meanings (Squire et al., 2014, p. 5). Interconnected means narrative constitutes distinct relations among the signs which allow those who produce the signs and those who interact with the signs, to engage with the process of meaning producing. As a result, a narrative is a depiction of one's reality (Kim, 2016, p. 6) and at the same time, a means of understanding human experience (Clandinin and Connelly, 2000, p. 18; Clandinin and Rosiek, 2007, p. 41). Therefore, the narrative reflects one's life and becomes accessible for the researcher to understand one's "inner reality to the outside world" (Lieblich et al., 1998, p. 7). For this reason, a narrative contributes to the study of resilience by identifying human experiences internally and externally. Narrative lenses capture one's personal experience such as self-reflection, as one goes through a set of events in a particular time and context. The findings in this study which describe internal and external teachers' experiences, is an instance of how narrative lenses contribute to the study of resilience.

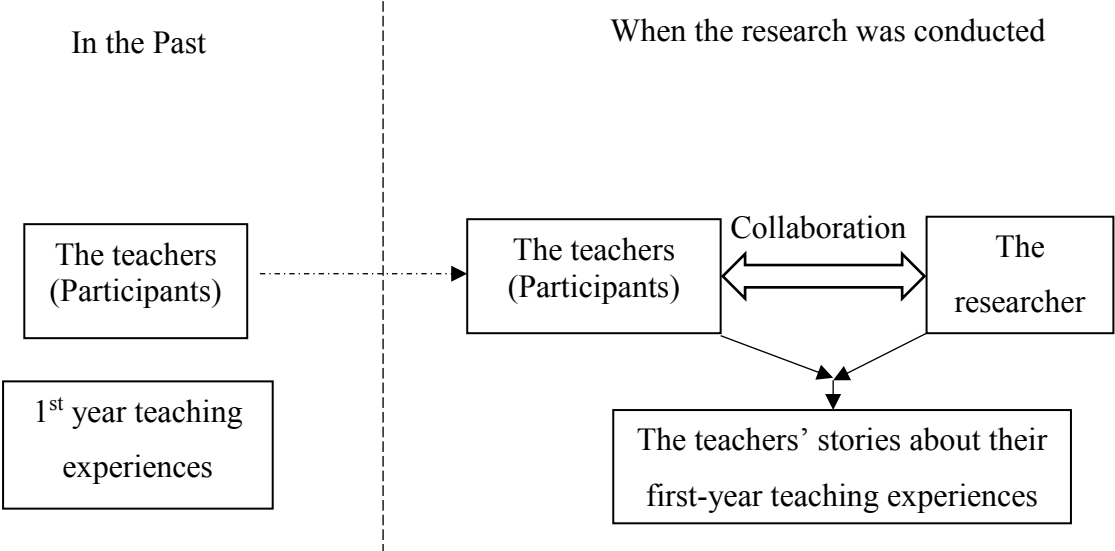
Some researchers use "story" and "narrative" interchangeably in narrative research (Kim, 2016, p. 8; Lutovac, 2014, p. 31; Squire et al., 2014, p. 23). Nonetheless, a narrative is "a recounting of events" in an organized structure (Kim, 2016, p. 8). Whereas, a story is one's linguistic expression of "ideal life events" that have happened in the form of a plot (Polkinghorne, 1995, p. 7). In this sense, stories encapsulate human's capacity to comprehend the interconnectedness of lived experiences which engender relational significance among events. In Kim's (2016, p.

9) words, “a story has a connotation of a full description of lived experience, whereas a narrative has a connotation of a partial description of lived experience.” Hence, in this study, the narrative materials that are produced by the participants are stories. Also, the stories have structures, that is, a beginning, middle, and end, through which they perceive and disclose the relationships of one event to another in their first-year of teaching (Polkinghorne, 1995, p. 7). However, one might not tell his/her stories in chronological order (Ollerenshaw and Creswell, 2002, p. 332). So, the researcher might need to reconstruct the participants’ stories.

Narrative lenses guided this study in three significant ways. Firstly, narrative lenses underpin my ontological assumptions on the nature of the reality of resilience. As mentioned by Clandinin and Connelly (2000, p. 19), one makes sense of one’s world through telling stories. In this sense, narrative lenses allow me to understand resilience as both a process and an outcome (Van Breda, 2018, p. 2). As mentioned by Polkinghorne (1995, p. 7), plots organize events into a story by an unfolding movement that culminate in a conclusion. Thus, resilience as a process is evident in relational significance among events as the stories proceeding from beginning to end. Also, resilience as an outcome is evident in how plots in stories lead the relational significance to a particular outcome (Polkinghorne, 1995, p. 7).

Secondly, narrative lenses guided the study aims of this study, that is, the teachers’ stories enabled me to understand their first-year teaching experiences that led them to resilience. Lastly, narrative lenses guided my data analysis process. Thereby, when I analyzed the data, I focused on the relational significance among events, of which I drew themes on teacher resilience. However, in narrative research, it is understood that the researchers could only know what participants tell “about” their experiences. Thus, the conclusions that the researcher infers from the participants’ stories are the researcher’s perspective about the participants’ experiences. Likewise, in this study, as the researcher, I was aware that I could not know the teachers’ factual and lived experiences during their first-year teaching. However, through their stories, I could know what they told ‘about’ their experiences. In this sense, the participants and I were collaborating in the “present” time. At the same time, the participants provided me with information about their experiences from their past. Figure 5 demonstrates my position as a narrative researcher relative to the participants.

Fig 5. My position as the narrative researcher relative to the participants



3.2 Narrative inquiry as the methodology

Narrative inquiry is a qualitative research approach to understand someone’s lived experiences (Clandinin and Connelly, 2000, p. 21; Josselson, 2009, p. 650). The narrative inquirer explores participants’ lived experience through various form of narrative materials (e.g., stories) to generate meaning, insights, and understanding (Kim, 2016, p. 6). As mentioned in the previous section, one could express one’s understanding, thought and emotions by telling stories. In this sense, when someone tells stories, he/she also represents him/herself (Kim, 2016, p. 18).

Because of the two research questions of this study (see section 1.1), narrative inquiry is suitable for this study. The first reason is that the teachers’ experiences could be narrated in the form of stories which were always situated in a particular time, space and social relations within a specific context (Pyhältö, Pietarinen, and Salmela-Aro, 2011, p. 1109). That is, by investigating the stories told by the teachers, I could know what teachers told about their first-year teaching experiences. The second reason is that I could draw themes and investigate related to resilience from the teachers’ stories. In line with Atkinson’s (2007) view, the stories told by teachers could reveal how they found the meaning and importance of their experiences. In other words, the narrative inquiry into what the teachers tell about their first-year teaching experiences might show how resilience appeared in their stories.

3.3 Teachers in Indonesia as the research participants

According to Hirsjärvi and Hurme (2001), as cited in Jokikokko (2010, p. 41), instead of having random participants, the researcher should choose participants who can provide relevant knowledge to satisfy the research interest. Since this study was aiming to know what early career teachers in Indonesia told about their first-year teaching experiences and how the resilience appeared in their stories; hence, I set three criteria on how I chose the participants. Firstly, the participants were early career teachers in Indonesia who have gone through their first year of teaching experience. They were in their second year of teaching, and the stories of their first-year experiences were the subject of inquiry of this study. For this reason, I assumed that the participants still had a fresh memory of their previous year experiences so that they could articulate their stories with ease. Secondly, both I as the researcher and the participants shared commonalities, that is, having had first-year teaching experience and in a similar context. Similar context means that the participants were fresh graduates who had their first-year teaching as a high school teacher just like I was. Also, they taught students between the ages of 15 and 18 just like I did. As mentioned by Wang (2017, p. 17), the shared commonalities between the researcher and the participants might engender meaning and understanding as the researcher works on the data analysis process. That is, as the narrative inquirer, I did not work only with the participants' told stories but also my own stories as a first-year teacher (Clandinin and Connelly, 2000, p. 61-62).

I chose four teachers as the participants for this study. Since my aims are not to generalize the conclusions of this study, so I am sure that four teachers are sufficient for this study. Moreover, they were four teachers whom I knew because we were from the same region in Indonesia. They attended the same university, and they were fresh graduates who just attained their bachelor's degree after a four-year study program in education. Two of them had backgrounds in maths and natural sciences, and the other two in social sciences. They all were teachers at the same school, a private high school in Tangerang city, Banten province, Indonesia. They started their teaching career in July 2017. I contacted them in June 2018, right at the end of their first year of teaching through email. At the beginning of the research, the participants' received and signed a letter of consent which described the researcher's position, research purposes, research procedure, risk and benefits of participation, participants' confidentiality, and participants' consent agreement which allow them to withdraw anytime from this research without penalty (see appendix 1). They had rights to question and clarify anything about this study to me before signing. In the end, all of them agreed to participate in this study. Finally,

in order to ensure I received data from various perspectives, I chose the participants by considering gender and subject balance. There were two male and two female teachers, teaching different subject areas, and involved in not only as a subject teacher but also as a homeroom teacher. Table 1 shows a summary of the participants' profile.

Table 1: Participants' profile in this study

Pseudonyms	Gender	Subject Teacher	Grade Levels	Homeroom Teacher
Ayunisari	Female	Biology, Theory of Knowledge	10 and 11	Yes, grade 10
Nandita	Female	Sociology	10 and 11	Yes, grade 10
Resvan	Male	Physics, Theory of Knowledge	10 and 11	Yes, grade 10
Abinaya	Male	Sociology, Geography	10 and 12	Yes, grade 11

Furthermore, it is important to mention that the only motive I chose the participants was to know what they told about their first-year teaching experiences and how resilience appeared in their stories. Neither I directed them to give me a particular storyline, nor did I know beforehand what kind of stories they had. To ensure anonymity and confidentiality, I used pseudonyms and blurred all the teachers' personal information on teachers' line drawings that were attached to this thesis (see appendix 4-7).

3.4 The narrative interviews

The narrative interview is the primary data collection method. One reason for choosing this type of an interview is related to the purpose of this study, namely, to get participants' stories of their first-year teaching in the form of narrative materials so that the analysis of narrative could be performed (Given, 2008, p. 422). Goodley (2011) mentions that the narrative interview should be open-ended so that the participants could specify elements that are important to them (in Banister, 2011, p. 133). Atkinson (1998, p. 31) claims that an open-ended interview will allow the participants to narrate their stories on their own accord. Firmin (2008, p. 907) suggests that the interviewers should not superimpose their ideas on the participants. That is, the interview should be a moment where participants could articulate their ideas without predetermined force from anyone. Therefore, in this study, it was necessary to have an open-ended interview as well as a participant-led process.

The preparation stage: The participants' line drawing

Based on some theories on narrative interviews I elaborated before, I had to ensure that the narrative interviews in this study were open-ended and participant-led. As a result, I incorporated two steps of implementation, namely, the preparation and the interview session. The preparation was the period when the participants and I tried to get familiar as much as possible with the topics. As argued by Atkinson (1998, p. 29), getting familiar with the topic is an essential step to have a smooth interview. As for the participants, adequate preparation would refresh their memory and had a systematize thought before the actual interview session (Atkinson, 1998, p. 29). For this reason, I invited the participants to picture their first year of teaching experiences in the form of a line graph (see appendix 4-7). This method is called line drawing. According to Massey, Cameron, Quелlette, and Fine (1998, p. 334), a line drawing is a way to help participants to identify their particular meaningful events. In this sense, the line drawing is a suitable instrument for helping the participants freshen their memory. The participants could write any details such as feeling and emotions to describe their actual lived experiences. There was no restriction on what kind of events they should mention. They could freely determine and set what elements they wished to be there (see appendix 2). I prepared a template on which the participants could draw their lines. Even though the template was in English, the participants could freely use which language they were comfortable with. In this study, the participants' native language is *Bahasa Indonesia*; therefore, all of them completed their line drawings mostly in that language. During this process, I also mentioned that they could contact me to make any clarifications if necessary. Nonetheless, there were no significant clarifications asked besides confirming when they should send the line drawing back to me due to their busy schedule. I let the participants set according to the time that worked best for them. As a result, I had all the necessary documents by the beginning of December 2018, and I prepared for the next step, that is, the interview sessions which were scheduled in the second week of December 2018.

Theories of resilience (see chapter 2) and the participants' line drawings guided me to proceed with the narrative interviews. Before the interview session, I carefully went through the line drawings and constructed possible follow up questions. I immersed myself into the stories and went through stories. I imagined myself moving from one event to another and took note of some follow-up questions that emerged in my mind. In order to engender questions, I utilized the four directions of narrative inquiry – that is, *inward*, *outward*, *backward*, and *forward* (Clandinin and Connelly, 2000, p. 50). *Inward* means that I focused on the teachers' internal

conditions such as their feeling, emotions, and personal values; and *outward* means that I paid attention to the external conditions such as location and the people around the teachers when a particular event happened. Also, backward and forward mean that I also concentrated on how one event led to another. For instance, the questions pertained to the role of the people and what actions the participants took in particular events were some of the follow-up questions (see appendix 3). The process of going through the line drawings and constructing possible follow up questions was part of my role as the participants' collaborator in constructing their stories (Atkinson, 1998, p. 40). Nonetheless, the pre-set questions served only as a follow up to deepen certain aspects of the story and "asked only they were needed" (Atkinson, 1998, p. 31). Therefore, the pre-set questions did not dictate the flow of the interview session.

Some technical matters regarding the interview sessions

Since I was in Finland and my participants were in Indonesia, I conducted the interviews through Skype. Hanna (2012, p. 241) states that interview over the internet such as Skype, is a feasible alternative to face-to-face interviews in the social sciences. That is, Skype is an alternative site where interviewer and interviewee could meet and perform the interview session. However, various researchers (Adams-Hutcheson and Longhurst, 2017, p. 153; Seitz, 2016, p. 233) emphasize some criteria for having a decent Skype interview. Those criteria include having a good internet connection, finding a quiet room, and being open to clarify. Hence, before the interview session, the participants and I checked our infrastructure to avoid any technical issues. As for to me, I interviewed the participants from Oulu, Finland, in a quiet room. As for the participants, they reached me via Skype from their classroom during after school hours. In this sense, the participants also had a quiet room for the interview purpose. Furthermore, my participants and I were in a location with an excellent internet connection that allowed us to have a decent conversation over Skype. Nonetheless, Adams-Hutcheson and Longhurst (2017, p. 153) assert a limitation of interviews through Skype: the researcher might not be able to observe participants' body movement properly during the interview. However, since the aims of this study were the content of the narrative materials, the participants' stories, the limitation asserted by Adams-Hutcheson and Longhurst (2017, p. 153) would not be an issue of trustworthiness of this study.

The interview sessions

The interview sessions were a face-to-face interview with each participant. I had four interview sessions in four different days over the second week of December 2018. In each session, I

commenced the interview with small talks to promote relaxation and friendly atmosphere (Atkinson, 1998, p. 32). Afterward, I repeated some essentials points that were written in the signed letter of consent to refresh the participants about the purpose of this study, their rights, and how their stories would be recorded and used by me. Then, I invited the participants to narrate their first-year teaching experiences. As argued by Trahar (2009, p. 4), in the interview process, the relationship between participants and researcher remain open and agnostic. Instead of asking the pre-set questions, I gave the participants freedom where to begin and what to tell. As a result, the participants immediately told their stories without any hesitation. This is in accordance with what is mentioned by Polkinghorne (1995, p. 13), that telling a story is part of our natural ways of explaining our life chapter and how we “make sense of and communicate our life episodes.” As the participants narrated their stories, I only asked the pre-set questions when it was necessary for me to make a clarification. Throughout the interview, my voice “remain[ed] in the background” (Atkinson, 1998, p. 32) where I was an active listener. As for the language of communication, the interviews were conducted in *Bahasa Indonesia* which was my and the participants’ native language. Each interview was about 40 to 45 minutes long excluding the small talk. When I finished transcribing, I obtained about 8 to 10 A4 pages of transcription for each interview. Table 2 shows a summary of the collected narrative materials. Before ending the interview session, I reminded them that they could download the recording right after the interview session from Skype. In this sense, for member checking purpose, the participants could always re-watch and re-listen to the recording to make any clarification to the transcript and findings of this study. After all, the interviews were characterized by respectful, ethical, non-judgmental and empathetic relationships (Josselson, 2009, p. 650 – 651).

Table 2. Research timeline and research materials produced

Period	Materials	Amount of research materials
09.2018 – 10.2018	Letter of consent	4 sets
10.2018 – 11.2018	Line drawings	4 A4 pages
12.2018	Narrative interviews	4 teachers
01.2019 – 04.2019	Confirm and reconfirm research findings with the participants	39 A4 pages transcript verbatim

3.5 Data analysis: the analysis of narrative

There are many ways of analysis in narrative research (Trahar, 2009, p. 5) of which the researcher could choose one that fits best to the purpose of the research (Lassila, 2017, p. 64). Bruner (1986, p. 12-13) mentioned two modes of thought which can be the basis in analyzing narrative research materials, namely paradigmatic and narrative cognition. The paradigmatic cognition is “*logico scientific*,” or classifying data with common features into the same category (Bruner, 1986, p. 12). Within this cognition, the researcher attempts to focus on the commonalities among actions (Polkinghorne, 1995, p. 9). Moreover, the second mode of thought is the narrative cognition that seeks to understand the unique characteristics of each action (Polkinghorne, 1995, p. 11). That is to say, instead of classifying the actions, the narrative cognition focuses on seeking the particularities of each action (Bruner, 1986, p. 13). Therefore, these two modes of thoughts can be a framework for the researcher in analyzing the narrative research materials.

By considering the research questions of this study (see section 1.1), I chose the ‘analysis of narratives’ as a means of analysis. There are two main reasons why the analysis of narrative that is based on the paradigmatic mode of thought suits the aims of this study. The first reason is that the analysis of narrative allowed me to generate categories across the participants’ stories. From those categories, I could conclude what teachers told about their first-year teaching experiences by grouping those categories under the same themes. The second reason is that, by linking one category to another in chronological order, I could know how resilience appeared in the stories. In this sense, the analysis of narrative was a suitable analysis approach to answer the research questions.

In implementing the analysis of the narrative, I went through three steps of data analysis. Firstly, I transcribed the recorded interviews into written text for analysis (Polkinghorne, 1995, p. 13). While transcribing, I re-read and re-listened the audio to get the general impression of the story. Secondly, I reconstructed the story by using the participants’ line drawings so that I got a chronological order of the stories. It was important to get the chronological order of the stories before moving any further because the purpose of this study was to identify the emergence of teacher resilience in the stories. As mentioned by Ollerenshaw and Creswell (2002, p. 332), often people tell stories, not in sequential order. However, since I was guided by teachers’ line drawing when I conducted the interviews, I got most of the narrative data already in chronological order. However, I had the challenge to locate particular events chronologically

because some teachers repeated similar events multiple times over the interview. In this case, I always referred back to their line drawings to cross check when the events happened. For instance, Ayunisari emphasized multiple times that her mother's support was a crucial aspect for her to endure adversities. In this case, I had to be specific on when Ayunisari received the support from her mother. I did the same procedure for all other stories. Lastly, as I was re-reading the stories and color marking the text, I constructed common themes across all four stories. Those themes are: challenges that lead to deterioration, deterioration, external supports, self-reflection, strategy formation, teachers' testimony, and teachers' critical moments (see table 3). The process was not straightforward. I kept revisiting my color markings, changing the categories, until I constructed those seven themes. The relation of those seven themes was chronological in order and appeared across all four stories (Polkinghorne, 1995, p. 13).

Another important thing to be noted is that, even though this study is written in English, the whole analysis process was done in *Bahasa Indonesia*. I did the translation last of the data analysis process when I finished writing the discussion. The first reason is I wanted to minimize the possibility of misinterpreting and losing nuance if I worked with translated data. The second reason is that *Bahasa Indonesia* is my native language which was my advantage in contextualizing the data analysis. Hence, I could minimize the challenge of working in two different languages.

Table 3: Themes and category

#	Themes	Category
1	Challenges that lead to deterioration	Challenges as a subject teacher Challenges as a homeroom teacher Challenges as school event organizers Lack of self confidence
2	Deterioration	Disappointment, anger, and denial Moment of solitude
3	External support	Support from family members Support from colleagues Support from students
4	Self-Reflection	Identity and purpose of being a teacher Teacher role and responsibility Awareness of his/her strengths and weaknesses Changing mindset
5	Strategy Formation	Identification of the adversity Formulating what to do and how to do
6	Teachers' testimony	A stronger self A solution-oriented teacher
7	Teachers' critical moments	The impact on students life Proud for being a teacher

4 Findings of the research

This chapter presents findings that describe what early career teachers' who taught at the high school level in Indonesia told about their first-year teaching experiences. Also, their stories pertain to seven themes that I constructed. Those themes are: the challenges that lead to deterioration; deterioration; self-reflection; external support; strategy formation; teachers' testimony after encountering adversities; and teachers' critical moments that happened at the very end of their first year of teaching. The teachers' line drawing and narrative interviews questions can be found in the appendix section (see appendix 3-7).

4.1 Challenges that lead to deterioration: the aspects of the teachers' responsibilities

The first theme that I inferred from the teachers' stories is the challenges that they faced in their first year working. From the teachers' stories, I identified four main challenges that were experienced by the teacher which became quite challenging because of, one, the unique characteristics of the school which the teachers needed to adapt and two, the process of being a professional teacher. Those four challenges intertwined together and permeated throughout their first-year teaching.

The first challenge came from the school that always updates its curriculum and continuously challenged the teachers to improve and develop their teaching materials. As a result, the school demands the teachers to regularly reevaluate teaching materials, redesign teaching methods, revise assessment framework, and reassess previous teaching practices. The school highly discouraged the act of using the previous year's teaching materials repetitively without going through an evaluation. Hence, four participants reported preparing teaching instruments such as the syllabus, lesson plans, teaching slides, and worksheets at the beginning of their career. The following excerpt reflects the participants' experience:

The school trusted me to teach Biology and Theory of Knowledge. So, in my early months, I had to plan and prepare all of my teachings from scratch independently, which include creating the syllabus, lesson plans, assignments, and other teaching materials. (Ayunisari)

Some teachers recorded that they had to stay late at the school to prepare teaching materials. Nandita specifically mentioned that in her first semester, she often had to stay after school hours to either ask for help from her fellow experienced teachers or to plan for the next lesson.

I taught sociology! However, what I taught [to my students] was what I learned the day before. I still remember how I had to stay at school until 8 pm to prepare lessons and had a discussion with my experienced colleagues. I searched for materials and creating power-point presentations. Indeed, I had a tough time at the beginning of my teaching career! (Nandita)

Besides, as Ayunisari recalled, the school's curriculum team frequently challenged all teachers, including the participants, by introducing a new concept of curriculum. The curriculum team is a small research unit of the school consisted of a teacher representative whose duty is to keep incorporating new knowledge to the school curriculum. Consequently, teachers had to spend time to meet and discuss the visibility of its implementation. The following excerpt from Ayunisari displays how all teachers, including the participants, had a tough time translating a new concept of the curriculum into practices.

The most challenging aspect was that the school introduced the idea or concept of the curriculum and we [the teachers] had to translate them into practice. It was very challenging to think of the best ways of implementation so that both teachers and students would get the maximum benefit out of it. (Ayunisari)

The second challenge came from the school, which expected homeroom teachers to take a personal approach to each student. All teachers took responsibility as homeroom teachers to take care of student development and provide support at the individual level. There were about 15 to 20 students per homeroom teacher. Ayunisari identified taking the role of a homeroom teacher as one of the most challenging moments in her career:

In my early months, the school trusted me to be a homeroom teacher. I had the challenge to adapt myself to the school's expectations of a homeroom teacher. (Ayunisari)

All practices were done at the individual and personal level. Practices such as, meeting each student individually, delivering daily morning session and meeting parents quarterly were responsibilities which every homeroom teacher needed to prepare. In supporting students who had learning difficulties, the homeroom teacher would work cooperatively with corresponding subject teachers, as well as the school counselors. Resvan reported how he allotted time for personal meetings to provide intensified support for some of his students. Due to the limited amount of time he had, he altered his lunchtime so that he got a chance to meet his students:

It was challenging when I had to schedule personal meetings with each of my students over my lunchtime. I had some students [among my homeroom students] who needed 'intensified support' in their studies. (Resvan)

Nandita described her experiences as a homeroom teacher to be quite challenging because besides she had her matters, that is as a subject teacher, she also needed to tackle various behavioral issues of her homeroom students. She found that working as a teacher is not only about teaching in front of the classroom, but also handling many other aspects of the students:

I was so emotional when I had to recognize that the teacher's role was not only about standing in front of the class but also handling students' attitude and behavior issues. At the same time, I myself also had my own personal issues outside of school, but I had to be professional before the students. (Nandita)

The third challenge came from the school's vision of holistic education. The school believes that the learning process should help students develop in various aspects both academically and non-academically. As a result, throughout the year, the school and teachers needed to organize various events and activities such as community services, grade level excursions, community development projects, product development projects, home concerts, art exhibitions, cultural and drama performances, student got talent events, and sports festivals to facilitate and promote diverse talent among the students. Ayunisari and Resvan noted the academic calendar was demanding and there were eight events which they took part throughout the year in addition to the teaching responsibility they already had:

It seemed that the organizing events responsibilities outnumbered the main one [teaching job]. Hence, I needed extra energy so that I could complete all the tasks and responsibilities. In my first year, there were eight big events, and I was involved in all of them. It was very exhausting. (Ayunisari)

As time went by, the pressure from the eight school events and the demanding academic calendar were getting real to me. Besides, I taught Physics and Theory of Knowledge, which I needed time to learn and prepare. (Resvan)

Both Resvan and Abinaya acknowledged that they were in a state of shock when they knew school events were approaching one after another. Resvan asserted that the end of one event is the beginning of the new one.

It was shocking to me to realize that the moment we [and other teachers] finished one event, we were still in the middle of next event preparation which deadline was about to come. (Resvan)

When I experienced such a heavy load of work, perhaps because I was adapting to a new system. However, indeed, I was shocked [by the heavy workload]. (Abinaya)

From the teachers' stories, it is apparent that organizing school events were essential parts of the school curriculum were as important as learning within the classroom. Nonetheless, some

teachers found this process to be quite challenging because it is time-consuming and takes a lot of effort to perform:

As a matter of fact, the most time-consuming responsibility was not the teaching, but the preparation for the school events because, you know, we [all teachers] had to discuss and negotiate ideas. This process demanded extra time [besides teaching responsibility] to meet and discuss. (Resvan)

Some teachers also find it challenging to find a balance between managing events, teaching responsibility and caring responsibility.

Until the middle of the semester, I felt overwhelmed because of the lesson planning, organizing events, and my involvement in all school event as an organizer. (Abinaya)

The fourth challenge was closely related to the process of being a professional teacher. Some teachers reported that they struggled with classroom management and establishing rapport with students. As shown by the following excerpt, the teachers had a difficult time gaining respect from their students because of the small age gap between the teacher and students. As the teachers are in their 20s, and the students are approaching 20. As reported by some teachers, they did not feel respected by their students.

That was the first time I said, "I have a nightmare" because the students didn't respect me as their teachers. However, I did try my best to show my stance and dignity before my students! They (the students) should respect me as a teacher!!! (Abinaya)

When I was entrusted by the school to teach Sociology for grade 10 and 11, oh my, my classroom management for the first three months was horrible! The students didn't respect me at all. Perhaps, because I was a new and young teacher whose age was not much different from them. They tended to consider me as their 'sister' instead of a teacher. Also, I knew that I wasn't firm enough at the beginning of my teaching career. I didn't have a firm attitude yet. (Nandita)

Moreover, the teachers' heavy workload had left teachers with barely any time to prepare for their lesson. As a result, some of them forced themselves to learn the content by staying after school in the early months. However, Nandita also reported that her circumstances were not only about managing paperwork but also about struggling with her inner self. By inner self, she meant her inherent status as a teacher who came from low socioeconomic status (SES) teaching students from high SES. Nandita disclosed her feeling that she was afraid of being rejected by her students. As a result, at the beginning of her career, she did not have the confidence to be strict with the students. Whenever she interacted with the students, Nandita seemed to

experience inner tension where on the one hand she wanted to be accepted, but on the other hand, she did not feel respected.

The biggest mistake that I made was because of my subjectivity. I was so scared of teaching the students. Why? Because I am coming from a small village and I had to teach them [the students] who are from capital cities. Whenever I looked at their face, I was so scared! When they looked at me, it seemed that they wanted to crush me! So scary!!! When students violated school rules, I dared not to be strict with them. Why? Because I wanted the students to accept me. I wanted them to love my class. (Nandita)

To conclude the first theme, it is important to note that teachers experienced those four challenges not only at the beginning of their career but throughout the year. For instance, as a homeroom teacher, they met their students every day. Hence, all challenges were intertwined one way or another and led teachers to the state of deterioration. Now we will move on to the second theme, the deterioration amid the challenges.

4.2 Deterioration: stories about the teachers' struggles

The second theme is the stories about teachers struggle in challenges that they faced. This theme is the continuation of teachers' stories upon experiencing challenges that are identified in the previous theme. The excerpts from teacher's stories show various expressions that pertain to feelings of disappointment, anger, and denial. As reported by Resvan, he was distraught by the responsibility as a subject teacher, homeroom teacher, and event organizer at the same time. He was trying his best; however, he found the limitation of time for him to prepare the lessons, providing personal care, and organizing events had spared no time left. He was physically tired and overwhelmed.

I did my best to teach my students! However, having consecutive events, while at the same time I had to teach quite many teaching hours in the second semester, I felt overwhelmed. Also, I taught Physics which was very much based on content teaching. Indeed, I run out of time. Physically, I was really exhausted. (Resvan)

All of the teachers conceded that they had difficulty in handling their homeroom students. Nandita explicitly wished for her students to never trouble, and Abinaya expressed his disappointment to his homerooms students when they violated school rules. The students did not heed his instructions. As a result, those students' behavior caused many troubles to both Nandita and Abinaya.

Both my students and their parents wanted me always to understand their position. Often, the parents would come to school and asked discrepancy from school for their child's misbehavior. Sometimes I was wondering if they ever tried to understand my position as well. I wished if the students could always behave well and never cause any troubles. (Nandita)

I had emphasized (rules and procedures) many, many times; even the students had received written instruction through email about the school's rules and procedures. However, they still violated the rules on purpose! I don't understand why! I talked to them every morning about this matter. It seemed that they did not listen to what I said to them. (Abinaya)

It seems that there was a relation between teachers' stress level and students' issues. Ayunisari specifically asserted how she stressed she was whenever her students had issues. She set high expectations for herself as a homeroom teacher to be someone who should know everything about her students. This expectation induced much stress for her.

I was the kind of person who wanted to know everything in details. I would check everything from A to Z. I got so tired due to my own expectation in the early months of my career. For instance, when one of my students looked glum, I would immediately ask him/her everything as details as possible until he/she disclosed his/her matters to me. I felt that I must be responsible for everything about my students. However, I got carried away by my students' problems. I took my students' stress too personal as if these were my own stress. (Ayunisari)

Some teachers acknowledged that they had an emotional explosion as a manifestation of the pressures they felt. As a result, all teachers reported having a moment of solitude where they could express their emotions in one way or another. Ayunisari recorded how she locked herself in her classroom and cried. Ayunisari told that she cried almost every day during her first month.

One day, when I finished handling my homeroom students' matters, I locked myself in my classroom, sat still, be silent, and cried. I said, "God, I am drained, how could it be? I am still in my second month of teaching, but the challenges seem too much for me to handle" Surely, the first two months of my teaching career were full of tears. (Ayunisari)

Likewise, Nandita reported how she went out to the toilet in the middle of a lesson and cried there. The trigger of her emotional explosion was classroom management and student behavior.

I remember, one day, I was not in good condition because of my personal issues at home, and I had to teach on the same day. The students' were in chaos; it seemed that they were playing in a playground. They yelled and threw paper balls in the classroom. They were teasing me. They didn't listen to me at all. Finally, "I exploded." However, I knew that as a teacher, I could not cry before my students. Then, I decided to go to the toilet to calm myself down. (Nandita)

The idea of quitting their job as teachers flashed through their minds as they were experiencing adversities. Nandita described her hidden intention to go to the school principal and resign from her position as a teacher. It was hidden because she never came and disclosed her intention to the school leader.

I was tired of teaching!!! I really wanted to talk to the school leaders and asked them if I could stop teaching or, at least, assign me to do something else. (Nandita)

The same thought also flashed through Abinaya's mind. He tried to deliver the lesson as passionately as possible to engender student learning motivation, but it ended in vain. An excerpt of his story captures a moment when he seemed to have lost his motivation and purpose for being a teacher.

Even when I taught with full passion, the students didn't care at all. On that very moment, I realized that I started losing my motivation for being a teacher. (Abinaya)

To conclude the second theme, it is important to note that teachers showed emotional responses when faced with adversities. Also, instead of suppressing what they felt, all of them expressed their emotion in one way or another. In this critical moment, they attest that a supportive community was paramount in helping them get into a reflective mode. Now we will move on to the third theme, that is, external support that teachers received when they were in the midst of their adversities.

4.3 External supports: stories about the teachers' supportive community

At the end of the second theme, I mentioned about the role of the community which led teachers to reflective mode. In this small section, it is crucial for me to clarify the characteristics of the supportive people in the community that I inferred from the teachers' stories in order to better understand the next theme, the teachers' self-reflection. Firstly, supportive people are comforters. Instead of advising, they empowered the teachers by giving them attention and care through listening. As a result, the presence of a supportive person alone could stimulate a feeling of comfort. The excerpt below shows how Ayunisari described both her mother and one of her colleagues as her comforter, even though they could not help with her work.

When I was checking and grading students' work until 9.30 pm, I said to my mom, "Mom, please don't go to bed yet! Stay with me for a while". I felt much better, and my work became much lighter when my mom was around. Also, even though my colleagues could not help me with my tasks, at least they were available to hear what I wanted to say and be with me when I was crying.

This was more than enough! Often, my colleague [name is blurred for a confidential issue], just be silent and didn't say anything when I was crying because we were on the same boat. Well, as long as I could express my emotion, I felt much better. (Ayunisari)

Secondly, supportive people were experienced teachers who dared to share their failures and mistakes they made when they started their teaching career. Nandita reported how those stories soothed her so that she did not get carried away by her emotion. The stories from experienced teachers helped her to realize that she was not alone:

I approached other teachers who had been teaching for years and asked them about their experiences. I was curious to know what they felt at the beginning of their career. They told me that they also cried in the toilet and experienced arguments with students. I felt much better after hearing these testimonies, not because I was happy for their struggles, but their testimony helped me to think, "I see, so these are new teachers' struggles." Hence, I was not alone! Other teachers also struggled when they started their teaching career. (Nandita)

Thirdly, supportive people were life-long learners who sought solutions through independent learning, which they then shared their experiences with others.

I had leaders who always learned and read. Then, they shared their thoughts, ideas, and findings with us. I found that their sharings were very helpful for me to improve myself. (Resvan)

Lastly, supportive people also came from those who caused the most stress for the teachers. This unique characteristic was mentioned by Abinaya who recollected how his homeroom students would visit and encourage him when he was hospitalized for about two weeks. He was astonished that his students wished for him to be back in school and get better soon. These were the same students who did not listen to his instructions and caused him so much trouble.

When I was hospitalized for about to weeks in the second semester of my first year teaching, they [Abinaya's homeroom students] came and visited me. Each of them encouraged me. They said, "we missed you so much Sir, be strong and get well soon! We are waiting for you to be back in our class and be with us just like before". (Abinaya)

To conclude the third theme, the teachers' relationships with their family, colleagues, and students provided the teachers support and encouragement amidst adversities. Now we will move to the fourth theme, the self-reflection that led to the emergence of transformative insights.

4.4 Self-reflection: stories about the teachers' transformative insights

This theme reveals teachers' self-reflection processes, that is, how the teachers characterize themselves as a teacher. The reflection processes happened in the form of self-questioning which answers were transformative insights. The insights were transformative because there was a change in mindset that led them to a strategy formation. Since the self-reflection of one teacher is distinct from another, I will go through each teachers' self-reflection that consists of two sub-themes, one, questions asked by the teachers, and the insights that changing mindsets ensued.

Ayunisari's reflection: 'what is my role?' and 'I should control myself'

As Ayunisari recalled, in her moment of solitude, she asked herself about her role as a person. She sought to understand the different roles she had in society. She put too much weight and energy into one role, that is, as a teacher in a school. The following excerpt shows how she thought back about her role and realized that her stress had negatively influenced her mother:

One moment in my first year of teaching, I rethought my role as a teacher and also as the daughter of my mom. Sometimes, when I got too much stress from my works, this influenced my mom's emotions as well. So, I thought that it shouldn't be like this. (Ayunisari)

Ayunisari came to a point when she realized that she was not only a teacher with many students but she also the daughter of her mom. Ayunisari was sure that she must quickly recover from the trauma because staying depressed for too long would bring forth a negative impact not only for herself but also for her mom. So, Ayunisari learned to be professional. That is, what happened in school, stayed in school because Ayunisari wanted to enjoy quality time with her family members:

I realized that my emotions had caused more problems to people around me which include my mom. I decided that it could not be like this forever; I must control myself. I really wanted to enjoy my time with my mom. What happened in school, stayed in school. (Ayunisari)

Regarding Ayunisari's responsibility as a homeroom teacher, she admitted that she micro-managed too much as a teacher and this was a reason why she often brought stress home with her. In her attempt to be professional, she reported learning to trust her students to deal with their issues. Instead of knowing and handling students' issues in detail, she trusted her students to be independently responsible. She adjusted her role from a scrutineer to an advisor whose job was to advise and raise student understanding, instead of instructing. Since then, Ayunisari reported being able to stabilize her emotions:

I became aware that I couldn't handle all of my students' issues. I had to trust them to solve their own issues. They must be able to be responsible for themselves. This realization really helped me to stabilize my emotions to little by little. (Ayunisari)

From the description above, Ayunisari had a more realistic-optimist mindset after the reflection process. That is, she realized she could not handle all matters simultaneously and needed to learn how to set priorities. The following excerpt shows Ayunisari determination to be a more realistic person.

Finally, I determined myself that I had to set priority on which matters I would spend my thought and energy on. (Ayunisari)

Nandita's reflection: 'what is my purpose?' and 'In loco parentis'

The biggest challenges that Nandita encountered were concerning her relationship with students. For this reason, Nandita's reflection pertained to her responsibility as a subject teacher and a homeroom teacher. Having a hard time dealing with student behavior, she started questioning her purpose for being a teacher. Nandita specifically mentioned whether her purpose was to transfer knowledge to the students and to get a monthly salary, or if she was responsible for her students' behavior:

I reflected on my purpose of a teacher. I said to myself, "what is the purpose of your teaching? Do you want them [the students] to understand the content and to get a monthly salary? Or, do you want them to learn how to develop themselves and to teach them how to respect others?" (Nandita)

As Nandita was grappling with the purpose of a teacher, she sought for bits of advice from experienced teachers. Instead of getting immediate solutions, she heard their failure stories when those experienced teachers were in their first-year teaching. Through this process, she recalled a concept that she heard when she was in college, *in loco parentis*. Nandita explicitly addressed the concept of *in loco parentis* as how teachers are the second parents of students who always love their children unconditionally. That is, teachers must be full of patience and love toward their students. She was determined that as a teacher, she had to make an impact on her students' lives.

I recalled that the purpose of a teacher is 'in Loco Parentis'. Teachers are the second parents for the students. Just like parents who always open their hands to welcome and love their children regardless of how bad the children behaved. My life is not about a monthly salary, but it is about what kind of legacy I would leave behind for my students. (Nandita)

Moreover, Nandita was curious to know why some students kept misbehaving. She wondered if the way student behaved had something to do with the way she behaved.

I was curious to find out what the root of the problem was. Why did the students behave in such a disrespectful manner? Was it 'me' the root of the problem? (Nandita)

Eventually, Nandita realized that she could not blame students for misbehaving because students' responses were mutually inclusive to her actions. That is, the way she treated students would trigger students to respond in a particular way. At the beginning of her career, Nandita conceded that she craved acceptance from students and did not dare to set clear expectations from her class. She became too loose with her students, and the students started behaving in an unruly manner. Nonetheless, after going through the reflection process, Nandita noted that she should be the person in charge of her class, who is responsible for administering the lesson with agreed school rules and procedures. That is, whatever happened in the class was her responsibility to be cared for:

After all, I could not blame students for making a terrible mess. If I kept letting the students do everything that they wanted without making clear my expectations, then the students would take everything for granted. They would test my emotions to the limit. However, I knew that I had to take control of the class because I was 'the' responsible person for my class. (Nandita)

Nandita reported having a more optimist mindset after realizing her purpose as a teacher. The following excerpt demonstrates how she was determined that she would let go of her fear of losing respect from students:

Well, I could not control students' perception when I started to be firm on the school rules and procedures. In the end, they had to respect me. They [the students] had to stop teasing me. They could not just do everything they wanted; they had to confer with me as their teachers (Nandita)

Nandita also emphasized that the challenges she encountered were necessary for helping her to be a better teacher. The following excerpt shows her realistic view of how every teacher needs to go through a learning process before becoming experienced.

Also, I realized that all teachers should learn how to improve themselves. There is no teaching without learning. All teachers have to learn before going to teach. (Nandita)

Resvan's reflection: 'my expectation versus reality' and 'positive thinking'

As for Resvan, his reflection pertained to his struggle in time management of all his various responsibilities as a teacher. He repetitively mentioned how he was struggling to keep up with his teaching responsibilities because of the many school events which he was involved in. The

following excerpt shows how Resvan admitted his lack of experiences to be a probable reason why he was struggling. Resvan questioned himself about his expectation which did not match reality.

I tried my best to teach them [the students] with various methods, but sometimes I found that my expectation did not go well with reality. Perhaps, at that time, I was new, and that was my first time became a homeroom teacher. As a result, I had not yet found the best approach to managing my responsibilities (Resvan)

However, Resvan asserted that he had a clear purpose for becoming a teacher since he was in high school. He had been teaching as a private tutor and enjoyed his interactions with students. He disclosed that he was a tenacious teacher who kept finding methods in helping students to understand his lesson.

As for me, I had a passion for becoming a teacher or an educator. I have been a private tutor since I was in junior high school. These experiences helped me to have an extra patient when I supported students with learning difficulties. I would always try to find the best teaching approaches to support these students to reach the learning expectations. (Resvan)

Again, Resvan came into an optimistic conclusion about all the responsibilities that he had. He asserted that he was grateful for working in this school because he could learn to be a better teacher through those various responsibilities required by the schools. Resvan acknowledged that he was trained by the school to have better teaching skills, but also his skills in organizing events. Resvan noted that what he learned from this school was something precious that he might not learn from other schools.

I was so grateful for experiencing all challenges in this school because some of my friends who were teaching in other schools didn't get the chance to learn how to handle so many responsibilities at the same time. Not only honing my teaching skills, but this school also trained me to be an organizer who could work with diverse team members. (Resvan)

Abinaya's reflection: 'what is my purpose?' and 'I have students who care for me'

Just like Nandita, the central theme of Abinaya reflection is his purpose for becoming a teacher. The following excerpt describes how Abinaya recalled the significance of people in his supportive environment who encouraged him when he was at his lowest. At that moment, he was skeptical about his purpose as a teacher. He doubted if all the effort he had put into teaching was meaningful at all:

It is hard to imagine how I could have lived through my first year. I learned so many precious things. If it was not because of God, friends, colleagues, and my homeroom students, I think I was a goner already. Last year [first year teaching], I was so demotivated to live and to teach. I could not see any purposes of a teacher. I remember when I said to myself, "I think I should quit this teaching job". (Abinaya)

When Abinaya got into an accident and was hospitalized for about two weeks, he encountered a transformative experience. For the first time, the homeroom students who had caused him a lot of trouble visited and prayed for him so that he could come back to school soon. Through the informal interactions with his students in the hospital, he realized that his efforts as a teacher were not meaningless. Abinaya reported receiving words of encouragement from his students, which helped him to continue his job as a teacher.

On their [Abinaya's homeroom students] hospital visit, they said to me, "I pray that you will get well soon". It is still fresh in my mind, these students were [names are blurred for confidentiality issues], who were infamous for their 'rebellious' attitude among the teachers. They visited me for the first time and gave me encouragement. By hearing what they said to me at that very moment, I realized that they indeed paid attention to what I said to them in the class. (Abinaya)

The following excerpt shows how Abinaya demonstrated an optimist mindset because he realized the significance of his existence as a teacher. He found meaning and purpose from the interactions he had with his supportive environment.

I really appreciate the encouragement that I received from my students, colleagues, and friends. Every day, their encouragement had transformed my daily routines to be something meaningful. As for me, the most significant support was my students' wish for me to be back to the school. These supports helped me to realize that I was meaningful to people around me [students, colleagues, and friends]. This was the reason why I raised and didn't to give up my teaching responsibilities! (Abinaya).

As for the challenges that Abinaya faced, he reported that he had to do something as a response. Doing nothing was not an option that Abinaya would take. Indeed, Abinaya demonstrated a realistic-optimists mindset in facing the adversity.

I had to adapt to the new system immediately. After realizing my heavy workload, I convinced myself that I had to fight and focused on things that I could finish 'today.' (Abinaya)

From the teachers' self-reflections mentioned above, we could see that all of them exhibit an optimistic-realistic mindset after rethinking their purpose and role as a teacher. The next theme will be strategy formation that includes the teachers' strategy in dealing with adversities.

4.5 Strategy formation: stories about the teachers' strategy to overcome adversity

After going through reflection processes, all the teachers mentioned a set of actions that they took to overcome their challenges. This section describes the teachers' strategies related to managing emotions, handling their duty as a subject and homeroom teacher, as well as organizing events and developing curriculum. From the teachers' stories, it is evident that their strategies consist of two steps: problem identification and strategy implementation. Problem identification means the teachers tried to figure out what the root of the problem and strategy implementation means the teachers described what they did to overcome adversity.

Strategy related to managing emotions

Ayunisari acknowledged that her problem was her tendency to take issues personally which made her easily stressed and exhausted:

I had to control my emotions. I put too many emotions on my work and took every issue too personal. This was the reason why I felt pressurized. (Ayunisari)

As for curbing emotion, Ayunisari, Nandita, and Abinaya reported expressing their emotions through several strategies. Ayunisari managed her emotions by having quality time with her colleagues. Ayunisari was aware that suppressing emotion would lead her to stress; hence, instead of suppressing her emotions, she went to her colleague whom she trusted to express her anger and emotions. As Ayunisari recalled, her colleague did nothing but listened, and that was sufficient for Ayunisari.

At least I had colleagues who could listen to me! I knew that, if I got hurt psychologically, I had to express my emotions right immediately. Otherwise, I might get carried away by my emotions. Someone who could listen to me was what I needed at that time. (Ayunisari)

Likewise, Abinaya accounted that his strategy for dealing with his emotions was singing and playing guitar. If he was sad, he would sing upbeat songs to cheer himself up. Abinaya found that he felt much better and relieved after singing. He mentioned that he did sing songs almost every day during his first-year teaching experience.

One of my hobbies is playing the guitar, and I love singing. So, last year [the first year teaching], I sang a song and played guitar almost every day. Sometimes, I was accompanied by my homerooms students. When I was down and sad, I asked my students to come and join me in singing. As long as I could express my emotions and resentment through singing, I felt much better. When I was sad, I would sing upbeat songs to cheer myself up. I tried to soothe myself with singing. (Abinaya)

On the contrary, Nandita expresses her emotions by being silent. She accounted that by being silent, she could have time to calm down and control her emotion. By doing so, Nandita could have a better understanding of the issues and not blaming other people.

When I was angry, I knew I had to have a silent moment. I gave a bit of time to myself to think about the problem. In my silent, I asked myself, "what's wrong with the students? What's wrong with myself?" More importantly, I must not blame anybody for what was happening. (Nandita)

As for Resvan, he did not worry because of too much work, but not having enough knowledge and skill set in the face of adversity. That is, Resvan reported that not knowing 'how to do' as his root of the problem. He did not have a hard time managing his emotion.

My worry was that I didn't know how to anticipate these challenges [teaching, organizing events, and handling students' with learning difficulty]. So, I consulted other teachers, including my colleagues who were also new teachers. We exchanged ideas and struggles to figure out how to solve these challenges. (Resvan)

Strategy related to professionalism as a subject and homeroom teacher

As for adapting to teaching responsibilities, Ayunisari reported that she disciplined herself to read books after school hours as part of her personal development process. By having a reading schedule, Ayunisari found it was useful in keeping her motivation.

Reading books is a must! I had no choice but to have time for reading. I found that reading provided me with extra motivation. I didn't want my teaching spirit faded away at the very beginning of my teaching career. (Ayunisari)

As Nandita and Abinaya reflected, their root of the problem was that they were too loose with students, so the students lost respect for them. As mentioned earlier, Nandita specifically identified her willingness to be accepted by the students as the root of the problem (see section 4.1).

I conceded that my mistake was too loose with the students because I was afraid of losing students' acceptance. (Nandita)

I needed to be firm with my students because I realized that I was too loose in the early months of my teaching career. (Abinaya)

Nandita described that she should treat her students with forbearance. As mentioned by her on the following excerpt, she patiently explained to her students about mistakes that they made. Per her experiences, Nandita found that the students tended to keep justifying themselves whenever they broke the rules. Therefore, as a teacher, Nandita asserted that she had to stand

firm amid students' arguments. From this excerpt, it is apparent that she was no longer afraid of losing respect from her students.

They [the students] knew that they made a mistake, but they would not admit it. They would come up with many reasons to justify themselves. Sometimes, their friends would amplify their justification so that they avoided consequences. I as the teacher had to be firm with my position. I had to stick myself to the rules and explained to the students relentlessly until they understood their mistake. (Nandita)

Some teachers addressed the significance of knowing students as a key to providing adequate supports. Resvan narrated his experience in supporting a student who had a learning difficulty. Resvan started by collecting information about the students from other teachers who had either taught or were currently teaching the student. Afterward, he had a personal talk with the student to gain first-hand knowledge. After analyzing all the necessary information, Resvan conceded that he could see the problem from broader perspectives and know how to assist the student.

So I asked [other teachers] how they approached these students. Afterward, I had an individual meeting with the students; I tried to find out what was his/her problem. In many cases, I realized that the students' issues were closely related to their backgrounds, their upbringing, and bad habits. Hence, I had brighter ideas about my challenges. (Resvan)

Ayunisari also asserted the importance of knowing her student background in providing the necessary support. Her strategy in knowing her students happened simultaneously with her teaching hours. That is, Ayunisari would carefully observe her students and spot out students who had problems. Ayunisari reported how she could get information about students through an informal approach such as small talks with students during the breaks or when students were doing their exercise in the class. Thus, instead of allotting times for each student, she did her caring responsibilities at the same time with her teaching responsibility.

In the middle of the lessons when students were working independently, I walked around and approached students whom I thought might have issues. I had a small talk with them and often time, they somehow would say something about their issues. Per my experience, they loved to have someone whom they could talk to. I acquired necessary information about my students from this kind of informal talk, which were very helpful when I assisted students with learning difficulty. (Ayunisari)

It is evident that a teacher's caring responsibility and teaching responsibility are not difficult if teachers know how to approach the students and attain the necessary information about the

students. By doing so, teachers could devise necessary support for the students in handling their difficulties.

Strategy related to organizing events and developing curriculum

Concerning teachers' responsibility to organize school events and develop curriculum, teachers explained that the limited amount of time was the core issue. Abinaya explained that he had a bit of trouble in multitasking. That is, having teaching responsibilities while at the same time organizing school events. However, Abinaya identified improving time management skills as a solution.

It seemed that I was 'abandoning' my teaching responsibilities because of other responsibilities. At that moment, my time management was poor. (Abinaya)

As for Ayunisari, the realization that both organizing school events and developing curriculum were not individual work, was crucial. That is, those responsibilities were teamwork projects, and Ayunisari had other teachers whom she could ask help from. As a result, she felt relieved and less stressed.

One thing for sure, I did not work alone! I had colleagues who were working together with me. I had team members whom I could rely on! (Ayunisari)

Also, Ayunisari said that teachers were aware of the high workload expected of them. So, another strategy mentioned by Ayunisari was that teachers must be empathetic by wisely expressing emotions publicly; otherwise, it might make matters worse. Ayunisari said that one thing she learned from those challenges was to offer help if she recognized any of her colleagues were stressed out because of work.

It was crucial for us to support one another! A colleague of mine told me, "maybe we are working on different tasks, but at least we support one to another by not complicating the problem. How? By controlling our emotions!" So, one thing that I learned is that, if I know any of my colleagues are under pressure because of a heavy workload, then I will offer them a hand. So, we need to be sensitive and care for one another. As for now, I feel much better because all of us here have known each other. We are aware that each one of us has to deal with the school's demanding expectations. So, it is natural for us to ask and offer help to one another. (Ayunisari)

Moreover, Resvan outwitted his busy schedule by using technology. After going through the first semester, Resvan realized that he had difficulty in keeping up with all his responsibilities at the same time. Some classes did not meet Resvan as much as other classes due to a demanding schedule and a limited amount of time for scheduling replacement classes. Therefore, he

prepared learning modules and videos which allowed students to access them online to ensure all students could receive the same content. By doing so, Resvan could fully concentrate on organizing events, while at the same time optimizing the teaching-learning processes.

I tried to record my teaching so that my students could watch it later. Those videos are still on YouTube until now. I remembered that moment when I spent time to create videos so that I could perform my teaching, as well as my organizing event responsibilities, ran simultaneously.
(Resvan)

From this theme, we can see that instead of giving up, teachers tried many strategies to help them adapt and cope with the responsibilities of the school. The next theme will discuss how teachers described themselves after going through harsh processes.

4.6 The teachers' testimony: stories about their self-description

By the end of their first year, some teachers made a description of the process that they had gone through. This section focuses on the self-knowledge that teachers acquired from their experiences. From what they said, in general, we can detect a sort of optimistic-realistic tone from their excerpts.

Ayunisari said that those challenges related to her role as a teacher still pressured her and sometimes she still cried. However, she knew that crying is necessary for her. That is, Ayunisari knew how to handle her emotions. By doing so, Ayunisari guarded herself for she knew that her heart is the wellspring of her life. She reported that, after she knew how to manage her emotions, everything became easier for her to handle:

As of now, I still feel pressured by the school's expectations. However, now I know what I have to do when I am stress. I have to cry. By crying, I can feel that my pressure and emotional feelings are flowing away along with my tears. Also, I know the working culture of this school. The only thing is, I have to learn how to respond to challenges which I believe that God allows them to happen upon me. So, it is more about how I need to set my heart right so that I could positively respond to the challenges. (Ayunisari)

As for Nandita, she shared her six criteria of a great teacher based on the experiences she had gone through. She said that a great teacher is a life-long learner who trusts and puts faith in his/her students. That is, students are agents whom teachers collaborate with. Thus, teachers must tirelessly show grace in guiding their students. A great teacher is a caring person who is humorous and empathetic in his/her approaches. As for the students who interact with a great

teacher, they feel appreciated and confident to pursue their goals. It is inevitable that a great teacher leaves a life-changing impact on his/her students. The following excerpt is Nandita's which shows her optimistic view.

'A great Teacher.'

Then I realize that a great teacher is NOT about having students who got a perfect score on the exam,

but:

is a life long learner (1)

trusts and puts faith in the students (2)

Shows grace (3)

Leaves a positive life-changing impact on the students (4)

is caring, humorous and empathetic towards students (5)

Values students and helps them to build their confidence (6)

Another optimistic view comes from Resvan who acknowledged himself as a solution-oriented teacher. That is a teacher who keeps searching for better teaching approaches in helping students with learning difficulties. Resvan reported implementing various teaching approaches through an online platform so that he could provide support for each student as much as possible. An instance of his solution was by using the LINE's official account collaborative space. LINE is a Japanese-developed instant-messaging application that was popular among Resvan's students.

Until the very end of the year, I kept trying to help students with various methods without lowering the learning expectation. In the first semester, I wanted my teaching to be fully online learning. However, since that was not yet visible because my students were not ready, they were not familiar with online teaching yet. Hence, in the second semester, I employed flip-classroom by using LINE's official account. One reason for choosing LINE was related to the fact that all students used LINE as a means of communication among them. So, I created collaborative space, questions and answers forum, and discussion space from LINE's official account. As a result, to some extent, I succeed in implementing online learning. (Resvan)

Moreover, Abinaya asserted that at the end of his first year, he got used to how to manage his time so that he could perform all responsibilities well.

"I think I got used to it. I know how to be an event organizer, lesson planning, teaching, administrative work and become a homeroom teacher at the same time" (Abinaya)

Also, Abinaya expressed his assessment of what he had gone through. As he reflected on his experiences, Abinaya realized that the hardship that he experienced was not as severe as he thought it would be. Again, it shows that Abinaya had an optimistic view after the first year.

*“I think, It [the challenges in his first year teaching] wasn’t as bad as I thought it would be”
(Abinaya)*

To conclude this theme, the realistic-optimistic view and knowing ‘what and how to do’ in the face of adversity appeared across the teachers’ stories. Now we will move to the last theme, that is, teachers’ stories on receiving an acknowledgment from students whose lives were impacted by the teachers’ hard work and dedication.

4.7 The annex: stories about the teachers’ *Kairos*

Surprising findings came from three teachers who disclosed *Kairos*, the critical moments they experienced at the very last moments of their first year. The moments were critical because these experiences somehow confirmed the teachers’ hard work and reinforced their will to stay in a teaching career. Some of the teachers referred to those moments as the fruits of their hardship and the happiest moment of their first-year teaching experiences. Indeed, those moments had manifested the great joy in their heart.

Nandita’s kairos: “Thanks, Miss Nandita, for you have been thriving with me” (a homeroom student of Nandita)

After having a tough time with her students throughout the year, Nandita received a message from one of her students who thanks her for what she had done. According to Nandita, this student was the one who had caused her many problems. Nandita reported that the student texted her and said “*thanks Miss Nandita for fighting together side by side with me. I make it!*”. As for Nandita, her hard work was indeed paid off. The reconciliation she had with her student was priceless. The following excerpt is what Nandita said about her experience:

One day, he [the student’s name is blurred for confidentiality] texted me and innocently he said, “thanks Miss Nandita for fighting together side by side with me. I make it! I move to the next grade level.” To me, this was the greatest appreciation that I have ever received. I remembered when I taught him, he could not understand the content. I got a tutor for him. I spent time with him after school hours almost every day to review content that he did not understand. Indeed, I got much stressed because of him. The moment he said ‘thank you’, this was the greatest joy that I have ever had! (Nandita)

Resvan's kairos: "Sir Resvan, if I don't make it here, please remember me always" (a homeroom student of Resvan)

As for Resvan, he reported having a discussion with one of his students on the last day of school in his first-year teaching. That day was one day before the day when the students would receive their confirmation whether they could continue to the next grade level or had to repeat the same grade for another year. A student of Resvan, the one who also had given Resvan many issues and stress, came to Resvan and expressed his gratitude for what Resvan had done for him. The following excerpt is what Resvan said about his experience:

In every morning meeting that I had with my students, I told them that, no matter how bad their attitude could be, this could never wash away my hope for seeing them becoming successful men/women in the future. On our last day of school, all of a sudden, he [the student's name is blurred for confidentiality] came to me and said, " Sir Resvan, if I don't make it here, please remember me always! I'll see you in the future." When my student said so, it reminded me how hard I had tried to help him improved his learning outcomes, even though the result was not satisfactory yet. However, I was glad that he realized that he had to work hard in positive ways if he wanted to reach his future dream. I was happy because, at last, he understood that success couldn't emerge out of the blue. He had to strive and put effort into what he wanted to achieve.
(Resvan)

Abinaya's kairos: "Even though they didn't make it, they told me that they learned an invaluable lesson about life!" (Abinaya)

As Abinaya recalled he had some students who had learning difficulties. According to Abinaya, the issues were not very much about cognitive capacity, but more behavioral and attitude. Finally, these students could not advance to the next grade level and decided to take a break from schooling temporarily. However, Abinaya reported keeping connections with those students and meeting them once in a while. Based on Abinaya's interaction with those students after they quit school, he conceded that those students demonstrated maturity and learned something precious from their failure in school. The following excerpt is what Abinaya said about his experience:

Some of my students had behavioral and attitude issues. They rarely paid attention to what teachers' said, and tended to ignore teachers' instructions. At the end of the academic year when they got their report card, they could not advance to the next grade level. Finally, they decided to quit schooling temporarily. However, I have been keeping in touch with them. They shared their stories about what they learned from their failure with me. They said that they learned many valuable things from the school and the teachers. Now, some of them got a job at a cafe and

restaurant. When I talked to them, I could see that they have learned something precious from their failure. (Abinaya).

In summary, this section has described what teachers' said about their first-year teaching experiences. As mentioned earlier, their stories pertain to seven themes that I constructed (see section 3.5). The teachers narrated many other things, and there will be no space left if I write all of them down in this thesis. Hence, I carefully selected the excerpts of their stories so that you, especially teachers, whenever and wherever you are, who read this might be inspired and encouraged that you are not alone in your hardship. Next, the following chapter discusses the evaluation, trustworthiness and ethical considerations of this study.

5 Trustworthiness of the study

This chapter discusses the evaluation and the ethical consideration of this study. Also, the latter part of this chapter presents the researcher's *wakefulness* as a narrative inquirer.

5.1 Evaluating the research and ethical considerations

In evaluating research, the concept of validity and reliability are often used mainly in quantitative studies. According to Webster and Mertova (2007), reliability refers to the measuring instruments to get 'certainty' about the particular phenomenon (p. 92), whereas reliability refers to "consistency and stability of measuring instruments" (p. 93). However, concepts which are used in quantitative research are not applicable in evaluating narrative research (Clandinin and Connelly, 2000, p. 184). As argued by Lieblich et al. (1998, p. 171), the validity and reliability in quantitative criteria which is expressed by a correlation coefficient "contradicts the nature of narrative research which cherishes the diversity of interpretation of narrative data." Likewise, Webster and Mertova (2007, p. 93) argue that one can neither expect nor assume that conclusions inferred by researchers from one's narrative will always yield the same outcomes. Hence, various alternative terms are used to evaluate qualitative studies, including narrative research. For instance, as cited in Lieblich et al. (1998, p. 172), Mishler (1990) uses terms such as internal trustworthiness and authenticity in evaluating qualitative studies. Also, Polkinghorne (2007, p. 474) suggests that validity in qualitative research "concerns the believability of a statement of a knowledge claim." That is, a qualitative study should provide sufficient compelling evidence for its conclusions. Amid various perspectives on how to evaluate qualitative studies, in this study, I use the term trustworthiness. My understanding of trustworthiness, as endorsed by Polkinghorne (2007, p. 477), is about providing sufficient evidence and arguments so that the readers can decide for themselves if the knowledge in this study are trustworthy. For this reason, I use the five principles for evaluating narrative inquiry which are proposed by Heikkinen, Huttunen, Syrjälä, and Pesonen (2012, p. 19). These five principles are historical continuity, reflexivity, dialectics, workability, and evocativeness (Heikkinen et al., 2012, p. 8).

First of all, the principle of *historical continuity* provides a framework to assess the chosen topic and methodology of this study. According to Heikkinen et al. (2012, p. 8), the principle of historical continuity involves researcher's recognition of the research topic as both a general macro-level phenomenon and a micro-level continuity of historical action. That is, it is essential

in narrative research that researchers should pay sufficient attention to the historical background of the research topic and provide a report that “presents the events as a logical sequence” (Heikkinen et al., 2012, p. 8). Teacher resilience is not a new concept, but as mentioned in the introduction (see chapter 1) of this thesis, I have not encountered many pieces of research on teacher resilience in Indonesia. Therefore, I recognize that, at the macro-level phenomenon, I do borrow theories and resources from researchers whose knowledge about teacher resilience tend to be Anglo-Euro-American centric. However, as I proceeded with the research process, I received various confirmations from my fellow Indonesian teachers that the concept of teacher resilience is indeed relevant for teachers in Indonesia. More importantly, at the end of the interview session, the participants in this study also conceded that they found that the concept of teacher resilience important. In this sense, I understand that my research does not begin in a vacuum. Also, the research is part of a micro-level continuity of the research on teacher resilience in Indonesia even though I comprehend the historical background of the topic from non-Indonesian perspectives. The methodology of this study – that is, narrative inquiry is also related to the principles of historical continuity. In this study, one of the aims is to present what teachers told about their experiences in a logical sequence so that I can infer “a possible” conclusions on the emergence of resilience. It is important to note that I do not present “the teachers’ first-year teaching experiences” but I suggest only “a representation” of them from the collected stories. For this reason, I described as many details as possible as to how I collected, analyzed, presented, and interpreted the data in this study. I expect such transparency and logical flow will provide the readers with sufficient information to follow the research process. Hence, readers could decide whether the stories in this study are believable and trustworthy (Polkinghorne, 2007).

Heikkinen et al. (2012, p. 8-9) define the principle of *reflexivity* as the researcher’s awareness of the impact of his/her personal experiences on the participants. Likewise, Clandinin and Connelly (2000, p. 184) emphasize the necessity for the researcher to be wakeful, that is, being aware of his/her inquiry decisions. In this study, it is essential to note that the subjectivity of the researcher and narrative research are inherently related (Clandinin and Connelly, 2000, p. 61-62). From the beginning of this thesis, I was as explicit as possible about my position as the researcher, my ontological and epistemological assumptions, how I see and describe my participants, and how I approach the data to satisfy the principle of reflexivity. Furthermore, Seale (1999, p. 472) asserts that getting feedback from a self-critical research community is beneficial. For this reason, I also get feedback on methods, data analysis, and findings of this

study from my research community, such as my fellow EDGLO colleagues, my supervisor, thesis seminars and several conferences in Finland where I got the chance to present my research findings. However, as I reflect on my research process, I think that I am guided not only by “epistemological and ontological” assumptions but also by my “ethical and aesthetic” assumptions. That is, when I made inquiry decisions, I can feel that I am not only driven by what I think to be “real and true” but also driven heavily by what I think to be “good and beautiful.” Therefore, in the latter part of this chapter (see section 5.2), as a narrative inquirer, I oblige myself to disclose how my ethical standpoint is evident in this study. Hence, this is a means for the readers to gain access into my inner self and, again, to decide whether the stories in this study are believable and trustworthy for themselves (Polkinghorne, 2007).

The principle of *dialectics* means a narrative researcher respects and gives spaces for various perspectives and interpretation of particular events, while at the same time preserve their authenticity (Heikkinen et al., 2012, p. 9). Also, it is crucial to recognize that narrative research cherishes the diversity of interpretation of narrative data, which means this study does not present “the way” of interpretation. Therefore, aligning with the principle of dialectics, right from the beginning of this study I gave the participants the space to narrate things that were important to them. When I wrote my findings, I tried to be specific about whose excerpts I referred to ensure each teachers’ voice is presented. I see my participants as my collaborators who were along with me to co-construct the stories of their first-year experiences. Also, I employed communitive validation which allows the participants to give feedback and comment on my interpretation of their stories. For instance, the teachers got a video recording of their interview immediately after the interview session. Also, they read and commented on the findings of this study before this thesis was published. Furthermore, throughout the analysis process, I always referred back to the original language, that is *Bahasa Indonesia*. I recognize that language barrier is an issue that might influence the authenticity of teachers’ voices if I work with translated text; therefore, I did the final translation of the text into English as the very last step of my thesis writing. As mentioned by Ricoeur (2006, p. 11), there are two paradigms of translation, one, “the transfer of a spoken message from one language to another,” and two, “the synonymous with the interpretation of any meaningful whole.” On the latter paradigm, I did the translation of the text. After all, I found it difficult to eliminate imperfection due to the language barrier. Therefore, I made it explicit here so that the readers are aware of this situation.

The principle of *workability* means the researcher must pay attention to the ethical aspect of the significance of the study and the practical consequences of the study on the researchers, the

participants, and the broader community (Heikkinen et al., 2012, p. 9-10). Concerning practicality of the knowledge, in narrative research, the aim of the study is not to produce certainty (Webster and Mertova, 2007, p. 92). My interpretations in this study, therefore, are not generalizable. Nevertheless, my interpretation could be an alternative to understand the phenomenon of teacher resilience. Regarding ethical dilemmas, as I mentioned in the very last section of chapter 4, I selected and presented parts of the teachers' stories that are relevant to this topic. Also, per the participants' requests, I did not include part of the stories which they wanted to be off the record, even though those part might be highly relevant to my research interest. Another dilemma is the research on resilience itself. As mentioned by Van Breda (2018, p. 17), since neoliberalism tends to be associated with "the decentralizing of responsibility for personal growth" which suggests that the resilience theory could be used as an excuse by a state to "disregard adverse social systems" such as poverty. In the same logic, the research findings on teacher resilience can be mistreated by anyone as a confirmation, that it is teachers' responsibility to develop themselves and none can do anything to support them. However, it is obvious that in this study that teachers emphasized the significance of social supports as they went through their first-year teaching experience. After all, as mentioned by Harrison (2013), "it is not the resilience concept itself that is problematic, but the ways in which it may lend itself to use in academic and policy thinking" (as cited in Van Breda, 2018, p. 17).

The fifth is the principle of *evocativeness* which means the research "is not based exclusively on cognitive-rational thinking," but it could also engender the aesthetic experiences, feeling and emotions of the readers (Heikkinen et al., 2012, p. 10). In this study, I aim for the evocativeness by carefully describing what teachers told about their experiences. In each of the description, I added the excerpts which were narrated by the teachers in first person perspective. In this sense, the reader can read and seems to listen "directly" to a piece of each teacher's stories. Also, as a narrative inquirer, in the latter part of this section, I write my reflection on my ethical assumptions in the form of "a letter to the readers" to disclose briefly how the stories in this study have awakened and provoked my understanding of teacher resilience in a new and different way. Finally, the decision whether the stories in this study can awaken emotion is the readers' prerogative.

Besides the limitations emerge from these five principles of evaluation, I also recognize a technical limitation of this study. The line drawings and the narrative interviews limit how much I could explore the teachers' resilience. I am sure that teachers' lived experiences are more

complex than what I saw on their line drawings or heard from 45 minutes of interviews recording. Hence, the two methods seem to oversimplify the teachers' life.

Moreover, there are several ethical considerations that I need to address because this study is dealing with people's personal experiences. In narrative research, I realize that the ethical practices pertain to "the relationship between the researcher and the participants" (Zaner as cited in Kim, 2016, p. 100). For this reason, I approached the participants with "the principle of free consent" (Josselson, 2007, p. 537). That is, I informed them to know about the nature of this study and disclosing how I would use their stories with the principle of anonymity and confidentiality. Also, I emphasized their right to withdraw anytime from this research without penalty if they wished.

As mentioned earlier (see section 3.4), I was aware that there could be a power imbalance between the researcher and the participants during the data collection process, which include the interview sessions. Thus, as mentioned by Josselson (2009, p. 650-651), I interviewed with a respectful, ethical, non-judgmental and empathetic attitude by letting the participants have full control of their narration and what they considered important to tell. As a narrative researcher, it is crucial for me to respect the participants' voices by listening attentively and asking questions to clarify certain aspects but not dominating the conversation. Since the interviews were conducted in the participant's native language, they articulated their stories smoothly.

The relationship between the participants and I were transparent and honest throughout the study. I employed both explicit and implicit contracts (Josselson, 2007, p. 539) as part of ethical practices. The verbal and written explanations to the participants about this study represent the explicit contract. Also, the rapport and trust that were built between the participants and the researcher represent the implicit contract. As mentioned by Josselson (2007, p. 539), "what constitutes respect and compassion in the minds of this researcher/participant pair is the nature of the implicit contract between them."

5.2 My *wakefulness* as a narrative inquirer

In previous sections, various researchers (Heikkinen et al. (2012); Polkinghorne (2007); Webster and Mertova (2007); Creswell (2007)) agree that 'reflexivity' is crucial to the narrative researcher. That is why, when I came across the term *wakefulness* on Clandinin and Connelly's

(2000) work, I thought it was just another term to describe 'reflexivity.' However, I found this term captivating because, to me, the meaning of wakefulness is not just about being reflexive but also being content and anxious about the presence of different perspectives. That is, as a narrative inquirer, I am not only aware of what I am doing, but I also encourage other perspectives and interpretations to flourish. As mentioned by Clandinin and Connelly (2000, p. 182), wakefulness keeps narrative inquirers alert of narcissism and solipsism. Hence, in the light of 'wakefulness,' I write down my short self-reflection that I address to the reader of this thesis. The theme of my reflection is very much based on my experience as the researcher of this study. Also, I write my reflection in the form of "a letter to my readers," but please be wakeful and recognize that this is not the only way of writing about 'wakefulness.'

"My wakefulness as a narrative inquirer"

To all my beloved readers,

I am sure, you are wondering, why I wrote this section. Perhaps, you ask, "what was in Dody's mind when he wrote this?". Well, the answer is simple. I wrote this because I want to greet 'you' in person. To me, it is important to minimize my distance from you as much as possible, so that my thesis could be a 'living document' for you. I am, indeed, 'wakeful' of your presence, even though, perhaps, we never met before. So, in this short writing, I disclose to you, my 'wakefulness' as a narrative inquirer. I hope this writing will give you insight into whatever you are working at the moment.

My first wakefulness is about 'you as one of the readers.' When you are reading this message, I want you to know that it was written by me, Dody! 😊 Yes, it was written sometime in the past, and yet, I am talking to you [through written language] now!!! It is amazing, isn't it? This is one of the awesome aspects of a narrative. It allows us to communicate across time and space. When I realized what a narrative could offer, I was thrilled every time I went through the teachers' stories in this study. They seemed to be talking to me. This feeling was amazing. My readers, what about you? What do you think about 'narrative'?

My second wakefulness is about 'the wakefulness itself.' Perhaps, some of you are asking, "what are the distinctive characteristics of wakefulness?" Or "why is it important to be included in this thesis?" Or "this is just another self-reflection, isn't it?". Well, we were on the same boat. I did ask those questions to myself, and these questions puzzled me for days. However, I got an insight after revisiting Clandinin and Connelly's (2000) ideas about 'wakefulness' many times. So, I understand wakefulness as a futuristic reflection. Being 'wakeful' means the researcher positions him/herself relative to the readers of his/her works. So, to me, wakefulness is about 'going on reflecting.' For instance, I am wakeful that you might not 'agree' with everything I wrote, but that is exactly what I am looking for. I want my thesis

to make way for future study. I am 'wakeful' that having you to agree with everything I wrote is far from making way. That is to say; if this thesis closes your chance to have alternative perspectives, then to my standard, this is not a good thesis. Thus, 'wakefulness' is about how I regard you, whom I never met, as my collaborators. That is, this study can be a stepping stone for you to proceed and explore more about teacher resilience. So, what about you? What do you think about 'wakefulness'? How would you understand 'wakefulness' differently?

My third wakefulness is about 'my assumptions'. After re-reading my findings countless times, I realize that I am driven more by my 'ethical and aesthetical assumptions' rather than 'ontological and epistemological' assumptions. Perhaps, because I was born and raised in Eastern traditions, even though I do not want to make any generalization as if Eastern people all shared the same way of thinking just like mine. So, it seems that the way I think is very much driven by what is good, wise, and noble (ethical assumptions) and also by what is beautiful, admirable, and harmonious (aesthetical assumption). As a result, these assumptions influence my understanding of 'critical thinking.' My understanding of critical thinking tends to be about seeking similarities to create harmony in diversity, and less about finding counter arguments. So, when I analyzed the teachers' stories, I tended to seek harmony across them. If you pay close attention to chapter 4, the teachers' excerpts seem to fit 'nicely' into particular themes. They tend to be more about 'similarities' rather than 'differences.' Trust me; I did try my best to make the teachers' stories to "argue" one to another so that there could be multiple perspectives within the same themes. However, I realize that the 'similarities' are my dominant perspective. Again, my readers, what are your 'ethical' and 'aesthetical' assumptions that are guiding you when you read this thesis? Also, how do these assumptions guide your way of thinking?

Finally, my readers, as mentioned earlier, consider my findings and interpretations just as a perspective. As you continue reading this thesis, be sure to scrutinize it from other perspectives. In this way, you have helped me for not falling into narcissism and solipsism, just as mentioned by Clandinin and Connelly (2000). After all, I hope to see each one of you in the future, especially to listen to your ideas about 'teacher resilience' and 'wakefulness.' I hope this thesis could benefit you in one way or another. I wish you all the best!

Dody Kurniawan (April 24, 2019)

"As iron sharpens iron, so one person sharpens another" – King Salomon (Proverbs 27:17)

6 Uncovering insights from the teachers' stories

The findings of this study consist of seven themes discussing the early career teachers' stories about their first-year teaching experiences as teachers at the high school level in Indonesia. Those themes are: encountering inevitable circumstances; enduring physical and emotional pressure; interacting with empathetic and supportive relationships; undergoing self-reflection that uncover value and purpose for being a teacher; formulating strategy to overcome adversity; experiencing stronger self after going through adversity; and receiving acknowledgement from students who conceded experiencing positive transformation upon interacting with the teachers. The set of experiences meant that early-career teachers did go through a process in developing their resilience which eventually led them to become more resilient. Such a set of experiences confirms Van Breda's (2018) that resilience is an integral part of being resilient, that is, resilience as a process and an outcome. As Patterson and Kelleher (2005) assert, resilience is a process of using energy productively which lead one to attain stronger self as an outcome. It aligns well with early career teachers' stories that disclosed strategy formation to overcome adversity and experienced a stronger self after going through the adversity.

There are several insights on how resilience appeared in teachers' stories. Firstly, the adversity that was faced by early career teachers in this study confirms the concept of teacher resilience by Gu and Day (2013, p. 39) who assert teachers' circumstances are an inherent part of the teachers' responsibility. It is 'inherent' because such circumstances left teachers with no option but to deal with them (Gu and Day, 2013). The five challenges experienced by teachers in this study can be distinguished into two categories, namely, the technical and psychological circumstances. The technical circumstances include organizing events, teaching content, and paperwork, such as lesson planning and creating a syllabus. According to the teachers' stories, they reported that those responsibilities caused so much distress because they were not used to managing them at the same time. The technical circumstances confirm Castro et al. (2010) who mention that the excessive paperwork is a burden for teachers and might affect teacher's commitment. Furthermore, another kind of inherent circumstances was revealed by Nandita, that is, psychological circumstances. It is psychological because the circumstances were related to struggle within herself. Nandita's perception of herself as a teacher who came from low SES and taught students from high SES caused her to have low self-confidence and a 'loose' attitude. She struggled especially in building a rapport with her students in the early months of her career. In this sense, at least for Nandita's case, her circumstances were a combination of both technical

and psychological issues which worsened her condition. Thus, it is possible that teachers who are from low SES and teach at high SES school will experience psychological circumstances that might influence the teachers' performance and commitment. This finding is interesting because most studies in the field of resilience have only focused on teachers who teach at low SES school, but not teachers from low SES who teach at high SES school. It is important to have more researches on teachers who are from lower SES and teach at high SES school to figure out this phenomenon. By including the SES into a variable of adversity, a new definition of teacher resilience is not merely about bouncing back from adversity. However, it is more about self-transformation in order to conquer and emancipate from inherent 'fate.' In short, this section has shown that indeed, early career teachers encountered "unavoidable" technical and psychological circumstances that are consistent with Gu and Day's (2013) definition of teacher resilience.

Secondly, this study has shown that, after getting hit by adversities, teachers went into a deteriorating phase. In this phase, teachers tended to blame the situations and themselves for not being able to carry out the responsibilities well. Based on teachers' stories, the pressure was strong enough to force Nandita and Abinaya to think of quitting their position as a teacher, and both Ayunisari and Nandita frequently cried as an outburst of their emotions. A similar conclusion was reached by Patterson and Kelleher's (2005) who assert that, in the deteriorating phase, one tends to become angry and aggressive which lead to blaming others and even self-blaming. Neenan (2009), too, asserts that one in this stage will tend to think of themselves as a victim of an uncontrollable situation. For instance, Nandita and Abinaya mentioned that they were overwhelmed because the students did not heed their instructions. These finding ties well with A – C thinking (see section 2.5) of a cognitive-behavioral approach which assumes teachers as a passive recipient whose responses are dictated by adversity. In this case, the students who did not heed the instructions (Neenan, 2009, p. 22; Lam and Gale, 2000, p. 446). Both Ayunisari and Resvan also demonstrated A – C thinking. Ayunisari thought that she was stressed because of her students' issues, and Resvan thought that he was overwhelmed because he did not have enough time. As a result, they felt overwhelmed and out of control. However, this study shows that teachers tend to express their emotions instead of suppressing them. This is consistent with what has been mentioned by Neenan (2009, p. 9), that resilience is not about suppressing emotions, but about managing them. In other words, a teacher's emotional outburst is not a sign of weakness or backtracking from the resilience development process (Neenan, 2009). Instead,

expressing emotions is a necessary experience for early career teachers in developing their resilience.

Thirdly, this study confirms that early career teachers' engagement with their empathetic and supportive community is an essential factor that lead them to get out of deteriorating phase (Le Cornu, 2013; Castro et al., 2010; Johnson et al., 2014; Gu and Day, 2013; Yonezawa et al., 2011; Beltman et al., 2011). Each teacher reported receiving distinct support from their supportive community. The supports that were received by teachers include, curbing their outburst of emotions, promoting self-confidence, providing comforts and encouragements, as well as pedagogical support. Such supports are not just about helping teachers bounce back from adversity, but they uniquely challenge the teachers' beliefs or thoughts about adversity. Let us get back to Nandita and Abinaya's stories about students who did not heed their instructions. It is evident that the experienced teachers' testimonies about their failures influenced Nandita's way of thinking. Also, the hospital visit from his students altered Abinaya's way of thinking about his students. Instead of being a pessimist, both Nandita and Abinaya felt much relief and were hopeful that the adversity was not as bad as they thought. The same conclusion also happened to Ayunisari where the presence of family members and colleagues encouraged her to have extra energy in dealing with adversity. As for Resvan, the supportive community provided him with resources to help him carry out his duties. Thus, in this study, having a supportive community that provided testimonies and encouragement led the teachers to start interpreting the adversity from different perspectives. That is, such support challenges the teachers' A – C thinking and engenders hope that helps the teachers to get out of their deteriorating phase. This finding, as Le Cornu (2013) states, the positive feelings, such as the hope gained from these relationships, are arguably underpinning the development of teacher resilience. Similarly, this finding confirms Patterson and Kelleher (2005) who assert that strong workplace relationships could enhance one's personal efficacy to overcome adversity. Also, it is obvious that upon attaining support from their supportive environment, the moved towards the adapting phase where they had reduced their emotional impulses, and no longer saw themselves as victims of adversity (Patterson and Kelleher, 2005; Pearsall, 2003).

Fourthly, this study demonstrates that teachers experience a value guided self-reflection process that helped lead them: 1) to discover their role and purpose as a teacher; 2) to transform and renew their mind; 3) to start thinking of formulating a strategy to deal with the adversity. As mentioned by various researchers (Patterson and Kelleher, 2005; Pearsall, 2003; Gu and Day, 2013), the values that guided teachers in the self-reflection process pertain to the themes such

as love, trustworthiness, responsibility and caring for others. Their assertion aligns with this study which shows caring for the students' wellbeing as a common theme that was shared among the teachers. For instance, Nandita explicitly mentioned about *in loco parentis* which shows her purpose for being a teacher is to be the students' second parent who loves her children unconditionally.

There are three interesting observations from the stories on teachers' reflection. The first interesting observation is that such values do not seem to 'come into being' because of the teachers' reflection. Instead, those values are more like magnetic waves which are resonating in teachers' conscience, and self-reflection is an attempt to tune their conscience wavelengths relative to those values. This could be an explanation of why all teachers in this study seemed to share common core values among them. Patterson and Kelleher (2005) who are scholars from the western world, describe such values as a universal ethical principle. Their assertion aligns well with the findings of this study whose participants are from the eastern world. Thus, it is important to consider the universality of those values.

My second observation is that the teachers' stories provided many compelling pieces evidence of how values had guided them, how they not only realized their purpose for being a teacher but also transformed their minds and characters. Again, this study confirms, as Patterson and Kelleher (2005) mention, one's core values will define his/her character. Some observable transformation experienced by teachers based on their stories is the shifting paradigm: from being '*afraid of losing things*' to having a '*nothing to lose*' mindset; from being '*unrealistic-pessimistic*' to '*realistic-optimist*'; and from being '*weary and burdened*' to being '*peaceful and restful*' oriented people. For instance, in Nandita's reflection, even though her low SES background had initially caused her much distress, her core values led Nandita to become firmly determined in carrying out her duty as a teacher without being afraid of losing students' respect anymore. Similarly, Ayunisari, Resvan, and Abinaya reported experiencing transformation when they abided in such values (see section 4.4).

The third observation, the self-reflection process shifts teachers' ways of thinking from A – C to B – C showed that teachers were moving away from a victim mentality. The assertions made by Nandita and Resvan which emphasized the necessity of challenges as part of their training to become a better teacher is a B – C thinking. Instead of blaming the adversity, they now alter their thoughts about the adversity. This finding aligns with Neenan (2009), who states that one who uses B – C thinking will check his/her beliefs and thoughts about adversity instead of

blaming the adversity as the cause of his/her behavior. For this reason, at this stage, teachers in this study were no longer under emotional impulses but tended to be rational in interpreting the adversity and could perform their responsibilities properly. The self-reflection process had brought the teachers to go through the recovering phase (Patterson and Kelleher, 2005).

Fifthly, this study confirms that the capacity to act in the face of adversity is an element of any early-career teacher's resilience development (Day and Gu, 2013; Patterson and Kelleher, 2005; Neenan, 2009). Based on the teachers' stories, their strategies displayed two characteristics against adversity. First, early career teachers reported knowing how to handle their emotions and heavy workload. As illustrated in their stories, they tended to know what and how to deal with adversities after first managing their emotions. This finding aligns well with Neenan (2009) who claims managing emotions as a crucial aspect of being resilient. Second, the strategies to deal with the adversity aligned with values which the teachers discovered from their self-reflection process. According to the teachers' stories on how teachers took care of their students, it is obvious that the teachers were guided by values which pertain to loving and caring for their students which enable them to be more patient in handling their students' issues. A similar conclusion was reached by Castro et al. (2010) who mention that a teacher's strong, caring relationship with their students lead teachers to attain personal satisfaction. Also, Patterson and Kelleher (2005) note that the alignment between values and actions yield perseverance. Thus, this could be a possible explanation as to why teachers were more patient with their students when previously they did not. For instance, Nandita disclosed how she tirelessly explained and raised the students' understanding of the mistake they made, which previously she could not do. Thus, at this stage, teachers are in the middle of their growing phase because, instead of bouncing back to their initial condition, they strive to surpass their initial function. This also accords with Pearsall's (2003) view, that teachers are characterized by emotional elevation, that is, the need to help their students, they feel energized as well as optimistic about their deeds. In short, this section has shown that resilience in early-career teachers is evident not only from the teachers' consistency and perseverance in thriving to surpass but also in aligning their actions with the values. Teachers' actions are value-driven.

Next, early career teachers' experiences in this study confirm that resilience is associated with realistic-optimism, increasing self-efficacy, and capacity to respond to adversity (Patterson and Kelleher, 2005). Realistic-optimism emerged for the first time when teachers underwent a self-reflection process. However, the teachers' realistic-optimistic perspectives became palpable when they testified their personal growth. For instance, in the case of Resvan, he acknowledged

himself as a solution-oriented teacher who perceives challenges as stimulations that push him to perform better. In line with the previous study by Pearsall (2003), teachers in this study stopped overreacting to adversity and knew how to manage their emotions. Furthermore, by the end of their first-year teaching experiences, early career teachers improved their self-efficacy. For example, Nandita's six criteria of a great teacher show that she no longer feels pressurized because of the different level of SES between her and her students. Instead, she has confidence in herself to be a great teacher no matter the circumstances. This is consistent with what has been found in a previous study that a teacher develops his/her resilience when he/she copes well with adversity (Gu and Day, 2013). As a result, instead of being a victim of adversity, at this stage, teachers are in control of their life. As Pearsall (2003, p. 18) asserts, resilient people "know when to fight or flow with it, and when to give in and move on." Pearsall's description of resilient people is consistent with teachers' description of themselves at the end of their first-year teaching experiences (see section 4.6). At the same time, this finding confirms that resilience is an outcome of one who has gone through adversity (Van Breda, 2018). Also, it confirms that teachers' resilience is not static and fixed at a point and, hence, it can be developed (Patterson and Kelleher, 2005, p. 78; Gu and Day, 2013, p. 25; Beltman et al., 2011, p. 186).

Lastly, it is somewhat surprising that three out of four teachers in this study reported receiving positive feedback from troublesome students, who praised their teacher's perseverance and hard work. Uniquely, those teachers received this feedback at the very end of their first-year teaching, which showed some kind of self-confirmation that, indeed, those teachers were doing the "right" thing by abiding in the "right" values. The teachers' value guided actions had transformed and made a difference not only to themselves but also to people around them, and in this case, their students. Perhaps, it is interesting to consider whether there is a relation between "values" that guide teachers and what kind of feedback teachers receive from time to time. I argue that if those values are universal, and that those values are subscribed by great teachers, then there should be a set of compelling evidence that those values could transform both teachers and students. For whatever reasons, the positive feedback that was received by the teachers strengthened the teachers' determination to remain as a teacher. This finding is in accordance with findings reported by Le Cornu's (2013, p. 10) who claim that a feeling for being able to make a difference to students is a crucial factor that leads teachers to appreciate themselves as capable teachers. Likewise, Bonanno (2004, p. 25) states that one's resilience is strongly related to one's determination to make a difference in someone's life.

In summary, based on the elaboration in this section, there are two conclusions that answer the research questions of this study. Firstly, what early career teachers told about their first-year teaching experiences pertain to seven themes that I constructed. Those themes are: encountering inevitable circumstances; enduring physical and emotional pressure; interacting with empathetic and supportive relationships; undergoing self-reflection that uncover value and purpose for being a teacher; formulating strategy to overcome adversity; experiencing stronger self after going through adversity; and receiving acknowledgement from students who conceded experiencing positive transformation upon interacting with the teachers. Secondly, teacher resilience appeared in the teachers' stories as a process. This process was demonstrated in expressing emotions, self-reflection and formulating a strategy to overcome adversity. By going through this process, outcomes such as high self-efficacy, and a capacity to manage emotions and alternate their thoughts about adversity were seen in the teachers' stories.

7 Conclusions

Based on the teachers' stories, this study focuses on lived experiences of early career teachers who teach at the high school level in Indonesia. It aims to understand what the teachers tell about their first-year teaching experiences, and to identify how resilience appears in their stories. As mentioned earlier, they told about their struggles amid inevitable challenges in their realities of teaching. Those challenges had caused much pressure in a way that led them to be physically and emotionally drained. Amidst adversities, the teachers said that they received support and encouragement from their family members, colleagues, and students. As the teachers recalled, these supports engendered hope that helped the teachers to get out of the deteriorating phase. Then, the teachers disclosed that they went through value-guided self-reflection process. In this process, they discovered their purpose as a teacher and transformed their thoughts about adversity. They stopped overreacting to adversity and knew how to manage their emotions. Surprisingly, the teachers also told about how their students praised their perseverance and hard work. These acknowledgments seemed to confirm that the teachers were doing the "right" thing by abiding in the "right" values. Finally, teacher resilience appeared in the teachers' stories as a process. This process was revealed in expressing emotions, self-reflection and formulating a strategy to overcome adversity. By going through this process, outcomes such as high self-efficacy, and a capacity to manage emotions and alternate their thoughts about adversity were evident in the teachers' stories.

A look into the future

The findings of this study have several important implications for future practice. As mentioned earlier, teachers' resilience is not static and fixed at a point, but it develops over time as teachers surmount challenges. Hence, it is important for teachers to perceive the challenges in the reality of teaching as opportunities to develop their resilience instead of avoiding them. Also, it is recommendable that teachers are aware of their values, thoughts, and purpose of being a teacher. As illustrated in teachers' stories in this study, having a clear understanding of one's value and purpose seems to lead one to know what and how to act. Subsequently, teacher resilience is not only about the internal process, but also teachers' interaction with their social environment. Hence, it is essential for teachers, as well as school leaders, to keep promoting a supportive environment.

Besides answering the research questions, this study has raised more new research interests to explore in the future. The finding of managing emotions raises questions about the relation between ‘teacher resilience’ and ‘emotional intelligence.’ For instance, I am curious to know how the external variables of resilience could lead to the development of teachers’ emotional intelligence. Also, the finding on shifting mindset toward realistic-optimism raises questions about the relation between ‘teacher resilience’ and ‘hope theory.’ It will be interesting to know how teachers’ resilience, either as a process or an outcome, is related to their students’ hope for the future. After all, this study is just a small piece of dust in the desert of knowledge. There are still many aspects of teacher resilience which could be explored in the future.

References

- Adams-Hutcheson, G., & Longhurst, R. (2017). 'At least in person there would have been a cup of tea': interviewing via Skype. *Area*, 49(2), 148-155.
- Atkinson, R. (1998). *The life story interview*. Thousand Oaks (Calif.): SAGE.
- Atkinson, R. (2007). The Life Story Interview as a Bridge in Narrative Inquiry. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 224-245). Thousand Oaks, CA, US: Sage Publications, Inc.
- AK, R. D., & Pradna, P. (2012). Resiliensi guru di sekolah terpencil. *Jurnal Psikologi Pendidikan Dan Perkembangan*, 1(02).
- Banister, P. (2011). *Qualitative methods in psychology: A research guide (Vol. 2nd ed)*. Maidenhead: McGraw-Hill Education.
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207.
- Bruner, J. S. (1986). *Actual minds, possible worlds*. Cambridge, Mass: Harvard University Press.
- Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events?. *American psychologist*, 59(1), 20.
- Castro, A. J., Kelly, J., & Shih, M. (2010). Resilience strategies for new teachers in high-needs areas. *Teaching And Teacher Education*, 26(3), 622-629.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches (2nd ed.)*. Thousand Oaks, CA: Sage Publications.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Fransisco: Jossey-Bass Publishers.
- Clandinin, D. J., & Rosiek, J. (2007). Mapping a Landscape of Narrative Inquiry: Borderland Spaces and Tensions. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 35-75). Thousand Oaks, CA, US: Sage Publications, Inc.
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60(8), 6-13.
- Day, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal Of Educational Change*, 9(3), 243-260.
- Firmin, M. (2008). Unstructured interview. In L. M. Given (Ed.), *The SAGE encyclopedia of qualitative research methods* (pp. 906-908). Thousand Oaks, CA: SAGE Publications, Inc.

- Fraser, M. W., Richman, J. M., & Galinsky, M. J. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research, 23*(3), 131–43.
- Given, L. M. (2008). *The SAGE encyclopedia of qualitative research methods*. Los Angeles, Calif: Sage.
- Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal, 39*(1), 22-44.
- Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. London: Bloomsbury.
- Hanna, P. (2012). Using internet technologies (such as Skype) as a research medium: a research note. *Qualitative Research, 12*(2), 239–242.
- Hartling, L. M. (2008). Strengthening resilience in a risky world: It's all about relationships. *Women & Therapy, 31*(2-4), 51-70.
- Heikkinen, H. L. T., Huttunen, R., Syrjala, L., & Pesonen, J. (2012). Action research and narrative Inquiry: Five principles for validation revisited. *Educational Action Research, 20*(1), 5–21.
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: A framework for understanding and acting. *Teachers and Teaching: Theory and Practice, 20*(5), 530-546.
- Jokikokko, K. (2010). *Teachers' intercultural learning and competence* (Doctoral dissertation, University of Oulu, Oulu, Finland). Retrieved from <http://jultika.oulu.fi/Record/isbn978-951-42-6370-5>.
- Jordan, J. (2006). Relational resilience in girls in Goldstein, S. & Brooks, R. (eds). *Handbook of Resilience in Children*, New York: Springer.
- Josselson, R. (2007). The ethical attitude in narrative research. In: J.D. Clandinin (Eds.) *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, Ca: Sage Public
- Josselson, R. (2009). The present of the past: Dialogues with memory over time. *Journal of personality, 77*(3), 647-668.
- Kim, J. (2016). *Understanding narrative inquiry: The crafting and analysis of stories as research*. Thousand Oaks, CA: Sage.
- Lam, D., & Gale, J. (2000). Cognitive behaviour therapy: Teaching a client the ABC model—The first step towards the process of change. *Journal of Advanced Nursing, 31*(2), 444-451.

- Lassila, E. T. (2017). *Tensions in the relationships: Exploring Japanese beginning teachers' stories* (Doctoral dissertation, University of Oulu, Oulu, Finland). Retrieved from <http://jultika.oulu.fi/Record/isbn978-952-62-1476-4>.
- Le Cornu, R. (2013). Building early career teacher resilience: The role of relationships. *Australian Journal of Teacher Education (Online)*, 38(4), 1.
- Ledesma, J. (2014). Conceptual frameworks and research models on resilience in leadership. *Sage Open*, 4(3).
- Lieblich, A., Tuval-Mashiach, R. & Zilber, T. (1998). *Narrative research: Reading, analysis and interpretation*. Thousand Oaks (Calif.): Sage Publications.
- Lutovac, S. (2014). *From memories of the past to anticipations of the future: Pre-service elementary teachers' mathematical identity work* (Doctoral dissertation, University of Oulu, Oulu, Finland). Retrieved from <http://jultika.oulu.fi/Record/isbn978-952-62-0554-0>
- Massey, S., Cameron, A., Ouellette, S., & Fine, M. (1998). Qualitative approaches to the study of thriving: What can be learned? *Journal of Social Issues*, 54(2), 337–355.
- Neenan, M. (2009). *Developing resilience: A cognitive-behavioural approach*. London: Routledge.
- Nurwidodo, N., Rahardjanto, A., Husamah, H., Mas' odi, M. O., & Mufrihah, A. (2017). Teacher resilience in remote islands area: A case study in small pagerungan island sumenep regency, indonesia. *Journal of Education and Learning (EduLearn)*, 11(1), 47-56.
- Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8(3), 329–347.
- Oviyanti, F. (2016). Tantangan pengembangan pendidikan keguruan di era global. *Nadwa*, 7(2), 267-282.
- Padesky, C. A., & Mooney, K. A. (2012). Strengths-based cognitive-behavioural therapy: A four-step model to build resilience. *Clinical psychology & psychotherapy*, 19(4), 283-290.
- Patterson, J. L. & Kelleher, P. (2005). *Resilient school leaders: Strategies for turning adversity into achievement*. Association for Supervision and Curriculum Development (ASCD).
- Pearce, J., & Morrison, C. (2011). Teacher identity and early career resilience: Exploring the links. *Australian Journal of Teacher Education (Online)*, 36(1), 48.
- Pearsall, P. (2003). *The beethoven factor: The new positive psychology of hardiness, happiness, healing, and hope*. Charlottesville, VA: Hampton Roads Publishing.
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. In: Hatch, J.A., & Wisniewsky, R., (eds). *Life history and narrative*. London, Falmer Press: 5-23.

- Polkinghorne, D. E. (2007). Validity issues in narrative research. *Qualitative Inquiry*, 13(4), 471-486.
- Pyhältö, K., Pietarinen, J., & Salmela-Aro, K. (2011). Teacher–working-environment fit as a framework for burnout experienced by Finnish teachers. *Teaching and Teacher Education*, 27(7), 1101-1110.
- Richards, K. A., R., Levesque-bristol, C., Templin, T. J., & Graber, K. C. (2016). The impact of resilience on role stressors and burnout in elementary and secondary teachers. *Social Psychology of Education : An International Journal*, 19(3), 511-536.
- Ricoeur, P. (2006). *On translation*. London and New York: Routledge.
- Rolland, J. S., & Walsh, F. (2006). Facilitating family resilience with childhood illness and disability. *Current opinion in pediatrics*, 18(5), 527-538.
- Robertson, D. (2010). *The Philosophy of cognitive-behavioural therapy (CBT) : Stoic philosophy as rational and cognitive psychotherapy*. London: Routledge.
- Sahlberg, P. (2015). *Finnish lessons 2.0 : What can the world learn from educational change in finland? (Vol. Second edition)*. New York: Teachers College Press.
- Scheopner, A. J. (2010). Irreconcilable differences: Teacher attrition in public and catholic schools. *Educational Research Review*, 5(3), 261–277.
- Seale, C. (1999). Quality in qualitative research. *Qualitative inquiry*, 5(4), 465-478.
- Seitz, S. (2016). Pixilated partnerships, overcoming obstacles in qualitative interviews via skype: A research note. *Qualitative Research*, 16(2), 229–235.
- Skinner, V., & Wrycraft, N. (2014). *Cbt fundamentals : Theory and cases*. Maidenhead: McGraw-Hill Education.
- Squire, C., Andrews, M., Davis, M., Esin, C., Harrison, B., Hyden, L. C., & Hyden, M. (2014). *What is narrative research?.* London: Bloomsbury Publishing.
- Theron, L. C. (2016). Toward a culturally and contextually sensitive understanding of resilience: Privileging the voices of black, south african young people. *Journal of Adolescent Research*, 31(6), 635–670.
- Trahar, S. (2009, January). Beyond the story itself: Narrative inquiry and autoethnography in intercultural research in higher education. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 10, No. 1).
- Ungar, M. (2008). Resilience across cultures. *The British Journal of Social Work*, 38(2), 218-235.

- Wang, C. C. (2017). Conversation with presence: A narrative inquiry into the learning experience of Chinese students studying nursing at Australian universities. *Chinese Nursing Research*, 4(1), 43-50.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. London: Routledge.
- Windrawanto, Y. (2015). Pelatihan dalam rangka pengembangan keprofesian berkelanjutan guru: Suatu tinjauan literatur. *Satya Widya*, 31(2), 90-101.
- Van Breda, A. D. (2018). A critical review of resilience theory and its relevance for social work. *Social Work*, 54(1), 1-18.
- Yonezawa, S., Jones, M., & Singer, N. R. (2011). Teacher resilience in urban schools: The importance of technical knowledge, professional community, and leadership opportunities. *Urban Education*, 46(5), 913-931.

Appendix 1:

Letter of Consent

Research Title: “EARLY CAREER TEACHER RESILIENCE: A NARRATIVE INQUIRY INTO FIRST-YEAR TEACHING EXPERIENCE OF HIGH SCHOOL TEACHERS IN INDONESIA”

Researcher: Dody Kurniawan

The researcher of this study is Dody Kurniawan, a full-time Education and Globalisation (EdGlo) master’s degree student at the University of Oulu, Finland. Some teachers are being invited to participate in this narrative research about early carrier teacher resilience in Indonesia. The researcher was a teacher for five years (from 2012 to 2017) in Indonesia, before becoming a master’s degree student.

RESEARCH PURPOSES

There are two primary purposes of this qualitative study. First, this study is an attempt to understand how the early career teachers describe their experiences that show teacher resilience during their first-year teaching. Second, to specifically identify the interconnection of teachers’ experience that demonstrates the process of how teachers constructed their resilience. Finally, by reflecting on the result of the study, it is expected that teachers, school administrator, policymakers, educationalist, and the government could acquire and be aware of teachers’ welfare by formulating an alternative practical teachers’ professional development plan, which could support the development of teacher resilience.

Based on the teachers’ life story of their first-year experience working in a school, here are two research questions of the study:

1. What do the early career teachers who teach at the high school level in Indonesia tell about their first-year teaching experiences?
2. How does resilience appear in their stories?

RESEARCH PROCEDURE

This research will be a narrative inquiry which is a methodology used in qualitative research. The researcher will explore experiences from the life story told by the participants. Both Line drawings and Life Story Interview are methods that will be used to inquire data in for this particular research.

RISKS AND BENEFITS

Since this is a narrative research, the story told by the participants, partially if not all will be quoted in the thesis. Therefore, there could be part of the personal story that will be disseminated to whoever read the thesis later. As a researcher studying teacher resilience via story told, there is a risk of making people uncomfortable. Thus, if at any point the participants feel uncomfortable, they have the right to say so.

One of the significant benefits of this study is to create a more holistic understanding of each other as individuals coming from different backgrounds and experiences. It will provide future insight into the early carrier teacher experience and give people a better understanding of the emergence of their resilience.

Also, as Indonesia is a relatively unexplored territory by higher institutions in Finland, this research will provide the University of Oulu with useful information about the state of education in Indonesia. Therefore, this is an excellent opportunity for people in the globalized world to know more about each other as they become more connected.

PARTICIPANTS' CONFIDENTIALITY

In this study, all the participant's names and personal information will be anonymous and will be linked to a random reference number. They must give consent for any data, such as direct quotes, can be used. If one does not give consent, he/she will not be directly included in the study. All information will be kept in a safe place and will be disposed of once the thesis is finished.

The participants also have the right to read the draft of the thesis before it is submitted to the University of Oulu.

RESEARCHER CONTACT INFORMATION

Feel free to ask any questions or concerns you may have to the following:

E-mail : dody.kurniawan@student oulu fi Telephone: (+358) 414777417

CONSENT AGREEMENT

I volunteer to participate in a research project conducted by Dody Kurniawan, master's student at the Faculty of Education, University of Oulu, Finland.

I understand that the research is designed to collect information about experiences, thoughts and feelings that are manifested in the form of life story relating to the topic of "PROMOTING EARLY CAREER TEACHER RESILIENCE: A NARRATIVE INQUIRY OF HIGH SCHOOL TEACHERS IN INDONESIA".

My participation in this research project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue my involvement at any time without penalty. If I decline to participate or withdraw from the study, no other participant will be informed. I have the right to decline to answer any questions.

I understand that even if I do withdraw, my presence as a teacher will in some way indirectly influence the research.

I understand that the researcher will not identify me by name in any reports using information obtained from any participant and that my confidentiality as a participant in this research will remain secure.

Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

The nature and purpose of this research have been sufficiently explained to me and I agree to participate in this study. I understand that I am free to withdraw and re-enter at any time.

Please check one of the following:

- Yes, I wish to be involved.
- No, I do not wish to be involved, but I understand that my presence will still indirectly affect the research.

Name: _____

Signature: _____ Date: _____

Appendix 2:

Guidelines for the line drawing on the participants' first year teaching experiences

(Translated from *Bahasa Indonesia* to English)

Good afternoon ... ,

Just as I had promised, with this I send you some documents regarding your participation in the study that I am working on.

This instrument is called "Line Drawing" of which you would depict your first year lived experiences as a teacher in the form of a line. You could include details such as what kind of emotions and feelings you felt on each of the event.

Some practicalities of which could guide you in working on the line drawing:

1. You can be as creative as possible in drawing the line. Everyone could have a different form of the line as we have different kinds of experiences.
2. You can use any colors marker on the line as long as it helps you to depict your experiences.
3. This line drawing is confidential; therefore I will keep this document and anonymously put them down on my thesis with your permission.

Feel free to take time working on this document. You can scan the filled document and send it back to me when you finish. Afterward, we will find time to have a personal and in-depth discussion about your first-year experience. If it is possible, we can have the discussion when you have done all the necessary duties so that we can do the discussion in a relaxed way.

PS. To give you visualization, here I attached a sample of filled line drawing. This is just an example so that you will have your line drawing.

PSS. If you have anything to ask, do not hesitate to contact me.

Regards,

Dody Kurniawan

Appendix 3:

Preset Following up Questions for the narrative interview

1. Where would you like to begin the story of your first-year teacher?

- Tell me your experience about ...*
- How would you describe ...*

*your role as subject teacher/ homeroom teacher/ school event organizer

Possible further questions to explore:

- Who most helped you in your first year?
- What was the role of (people mentioned in the previous question) in helping you recover from emotional breakdown/ finding purpose for being a teacher?
- What were your responsibilities as subject teacher/ homeroom teacher/ school event organizer?

2. How can you describe your emotions in your first-year?

Possible further questions to explore:

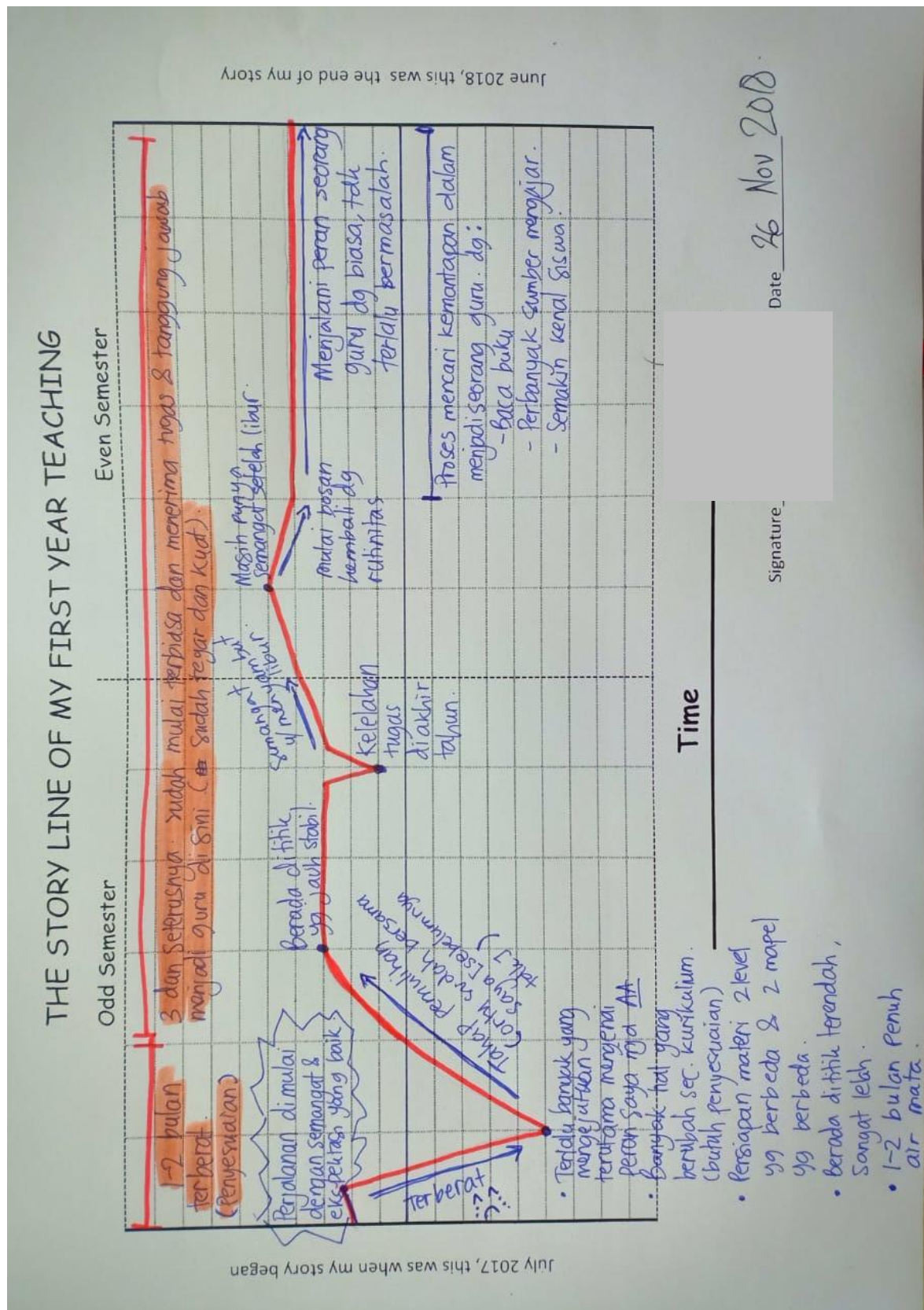
- What was the happiest/saddest moments in your first-year? Can
- How did you feel at the beginning of your academic year? And How was your feeling different at the end of the academic year?
- Were there any events/situations that evoked especially strong feelings? Can you tell about those?

3. Questions based on the participants' line drawing

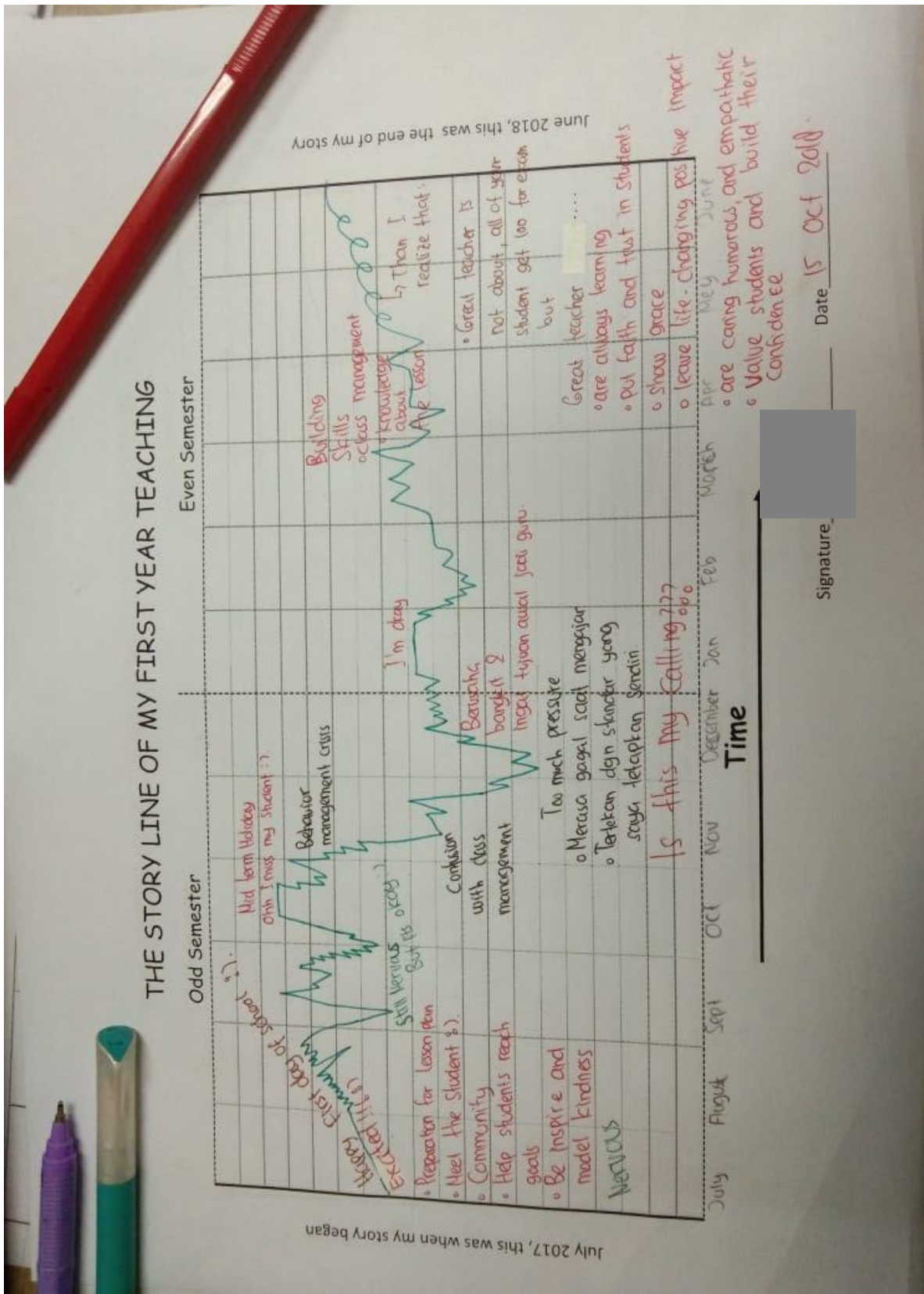
On your Line Drawing:

- You said that "*my parents were with me*" as part of your recovery phase. Can you tell me what was the role of your parents in helping you recovered? (**specific to Ayunisari**)
- You said that "*I was oppressed by my own standard*". Can you tell me what was happening at that time? (**specific to Nandita**)
- You said that "*Events & I was really tired*". Can you tell me what was happening at that time? (**specific to Resvan**)
- You said that "*being a homeroom teacher was exhausting but it was really fascinating*". Can you tell me what do you mean by that? (**specific to Abinaya**)

Appendix 4: The Participants' Line Drawing Ayunisari's Line Drawing



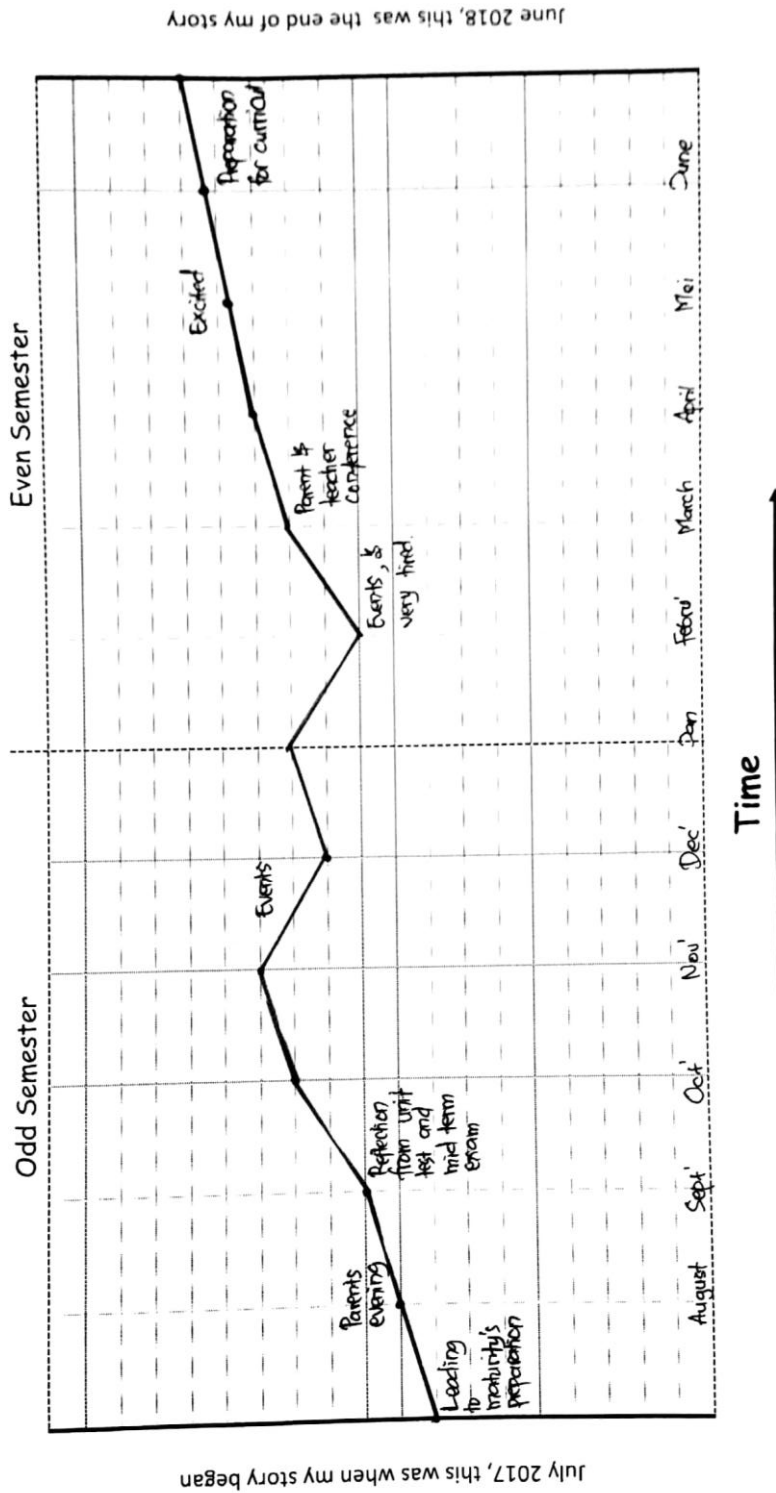
**Appendix 5:
Nandita's Line Drawing**



Appendix 6:

Resvan's Line Drawing

THE STORY LINE OF MY FIRST YEAR TEACHING



Date 10 October 2018

Signature

Appendix 7:

Abinaya's Line Drawing

